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ABSTRACT

The evaluation report of Texas graduate schools of social work has 6 criteria: (1) an increase in the percentage of Blacks and Mexican Americans in schools; (2) a full utilization of the scholarships under these programs; (3) development of a statewide recruitment system; (4) relevant curriculum changes; (5) retention of graduates from the programs, as social workers in Texas and the Southwest; and (6) student follow-up after graduation. Minorities in the program ranged from 55 (1968-69)-110 (1972-73) students. Each criteria is evaluated and summarized. For the recruitment and retention of minority students, conclusions include that: (1) the enrollment of minority group students increased and all stipends were awarded; and (2) there was a low attrition rate among students recruited into the programs. Report contents are: (1) introduction; (2) summary and conclusions; (3) analysis and evaluation; (4) evaluation component; and (5) final comments and recommendations. The appendixes, which comprise the majority of the document, give background information for report findings. (FF)

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"SOCIAL WORK EDUCATION FOR ECONOMICALLY DISADVANTAGED GROUPS IN TEXAS"

N.I.M.H. Grant No. 5T21 MH 12439-03

The University of Texas at Austin
Graduate School of Social Work
Austin, Texas 78712

FINAL REPORT
July 1, 1970 - August 31, 1973

Prepared for:
The National Institute of Mental Health
U.S. Department of Health, Education, and Welfare

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PREFACE

The consortium of the four schools of social work was established in 1969 by funds provided by the Social Work Training Branch, NIMH. Dr. Milton Wittman, Chief of the Social Work Training Branch, was the catalyst of an unprecedented effort to assist four disparate schools of social work in a common effort to recruit more minority group students into the Texas graduate schools of social work, to modify curricula in order to prepare students to deal more effectively with the personal and institutionalized problems of minority groups, and to establish a permanent recruitment structure. This final report details the accomplishments and problems of three years of hard work on the part of faculty and students to achieve these important goals and without whose efforts nothing could have been accomplished. Although the leverage of federal funds for student and faculty support and curriculum building is extremely important, it is clear that the momentum generated in the four schools will continue. Problems remain and they are dealt with frankly and fully in this report.

Acknowledgement is due Dr. Robert Sutherland, Hogg Foundation for Mental Health, whose encouragement and financial support of the early planning and writing of the proposal made

the NIMH grant possible; Miss Margaret Daniel, Social Work Training Branch, whose active interest and calm guidance at times of stress smoothed the progress of the project; the Office of the President of the University of Texas at Austin where under three Presidents - Dr. Norman Hackerman, Dr. Bryce Jordan and Dr. Stephen Spurr - full support for the program and its objectives was given and sustained; Dr. Charles LeMaistre, Chancellor, University of Texas System whose positive influence in a number of critical situations enabled the consortium to continue; and to the Advisory Board whose critical perceptions helped sharpen and maintain the integrity of the project.

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I. INTRODUCTION

On September 30, 1969, the Graduate School of Social Work at The University of Texas at Austin submitted a proposal to the U.S. Department of Health, Education and Welfare. The proposal requested funds to assist the four graduate schools of social work in Texas in developing a program that would help alleviate the shortage of minority group social workers in Texas and the Southwest. Traineeships for minority group students were requested, as well as funds for minority group faculty and supportive staff. The grant was originally awarded for three years beginning July 1, 1970. A Project Director and Coordinators were subsequently employed (Exhibit I), and an Advisory Board was formed, consisting of members from the educational community (faculty, and students), from the minority community (Association of Black Social Workers, Trabajadores de La Raza), the professional social work community (NASW), and from the public and private sector. (Exhibit II) The Advisory Board has been instrumental in helping resolve many critical issues.

The need for this type of program became apparent for a number of reasons. The lack of minority group members in social work education has become a salient issue in recent

years and there is an extremely low percentage of minority group members enrolled in current programs in the Texas schools of social work. Also, there is an expressed need among minorities for services and leadership by members of their own group. The Council on Social Work Education[1] in its Manual of Accreditation Standards specifies that a school is expected to demonstrate the special effort it is making to enrich its program by providing racial and cultural diversity in its student body, faculty and curriculum. Both the Social and Rehabilitation Service[2] and the National Institute of Mental Health[3] have placed a high priority on activities related to the concerns of ethnic minority groups. This has led to the development of programs on minority student recruitment, faculty recruitment, and curriculum development.

In an attempt to deal significantly with these issues and problems, a meeting was held on December 16, 1968, in Austin, Texas, chaired by Dr. Milton Wittman, Chief of the Social Work Training Branch, National Institute of Mental Health, and co-hosted by The University of Texas Graduate School of Social Work at Austin and the Hogg Foundation. The issues discussed involved the recruitment and retention

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[1] C.S.W.E.

[2] S.R.S.

[3] N.I.M.H.

group students and faculty members, financial support, counseling, the barriers posed by the Graduate Record Examination, lack of minority content in social work education, and how a consortium[4] of the four graduate schools of social work in Texas might be organized to increase the number of minority students in social work education. A follow-up meeting involving the four deans of the graduate schools of social work in Texas, National Institute of Mental Health officials, and field representatives of the National Commission for Social Work Careers was held on January 24, 1969, in Cleveland at the annual meeting of the Council on Social Work Education. Out of this meeting and subsequent meetings in San Antonio, the Graduate School of Social Work at The University of Texas at Austin, with funds provided by the Hogg Foundation, employed a faculty member who designed the consortium project "Social Work Education for Minority Groups in Texas." This plan was approved by all the deans involved. The title of the project was changed in 1971 to "Social Work Education for Economically Disadvantaged Groups in Texas" in order to include other disadvantaged students; however, the program continues to focus on the Black, Mexican-American and American-Indian students.

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[4]The consortium is composed of the graduate schools of social work in Austin, Arlington, Houston and San Antonio, Texas.

The original grant proposal contained the following stated objectives:

(1) To recruit and retain able minority group students, primarily Blacks and Mexican-Americans;

(2) To organize and develop a statewide recruitment structure that will continue the recruitment of minority group members into social work education beyond the life of the project;

(3) To develop a social work curriculum relevant to minority communities and minority group experiences.

At the time the grant was written, there were few consortiums involving social work schools, and none with the specific objectives of the Texas consortium. Consequently, the method utilized to achieve these objectives required a certain amount of flexibility in the initial phases of implementation, and coordination between the member schools.

The three year grant period saw the consortium experience many changes in the staff and in some instances these influenced the direction of the project, the methods employed, and the degree to which the objectives were achieved.

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II. SUMMARY AND CONCLUSIONS

A. RECRUITMENT AND RETENTION OF MINORITY STUDENTS (OBJECTIVE #1)

1. There was a significant increase in the enrollment of minority group students and all stipends were awarded.
2. There was an extremely low attrition rate among students recruited into the program.
3. Tutorial programs were not utilized as a means of retention.
4. Graduates from the consortium program are being employed by social service agencies in Texas.

B. DEVELOPMENT OF RECRUITMENT STRUCTURE (OBJECTIVE #2)

1. The coordinators identified participants for the recruitment system and interpreted the program and its provisions.
2. A manual listing information, communication and referral sources for student recruitment has been developed and will be distributed to the consortium schools at a later date.

3. During the final year of the grant (fiscal year 1972-73) less emphasis was placed on direct recruitment and the recruitment system was tested for its functionality.
4. Experimentation with the recruitment system indicates that it is not totally functional and there is a need for further development.

C. DEVELOPMENT OF SOCIAL WORK CURRICULUM RELEVANT TO MINORITY COMMUNITIES AND MINORITY GROUP EXPERIENCES (OBJECTIVE #3)

1. Consortium schools are developing curriculum with emphasis on ethnic minority group experiences.
2. All of the schools in the consortium currently are offering courses on the minority perspective; however, in most schools they are elective, rather than required courses.
3. Faculty development workshops dealing with ethnic minority content have been conducted in each of the schools.
4. The consortium sponsored four workshops and one national conference on the development of social work curriculum with emphasis on the ethnic minority perspective.

5. The consortium printed and distributed nationally five monographs on ethnic minority content in social work education.

III. ANALYSIS AND EVALUATION

BACKGROUND

The consortium of the Texas graduate schools of social work is a unique development in graduate social work education. The concept of formulating a consortia as a means of undertaking an objective dictated by mutuality of interest is not new in higher education; however, the programatic objectives which guide the Texas consortium are unique in themselves. The member schools are allied in the joint attainment of the desired objectives as stated in the grant proposal. The consortium is characterized by the following:

1. There are three state supported universities and one private college as constituent members.
2. All the institutions are autonomous and employ their own staff.
3. The project director is headquartered in Austin, Texas, and each member school employs a faculty member as coordinator.
4. The Graduate School of Social Work at The University of Texas at Austin is the administrative and fiscal agent for the NIMH grant held in the name of the consortium.

5. A board serves in an advisory capacity to the consortium.

There are some unique advantages derived in the development of the Texas consortium:

1. The consortium is a convenient catchment for attracting funds which no one member institution might attract by itself. It avoids favoritism in funding one institution, and provides geographic spread.
2. It provides a new sense of identity by expanding the schools and their programs to communities not otherwise represented in the schools.
3. It fosters the enrichment of academic life, with expanded opportunities for faculty and students.
4. It provides a vehicle for responding to new needs arising from problems which confront member schools.
5. It provides a coordinated means for addressing a critical issue to which no single member institution might be able to respond.

There are also some limitations to the Texas consortium:

1. It relies on funding from federal sources and cannot sustain itself without government support.
2. The limitation of funds restricts the effectiveness of its operation.

3. Member institutions are autonomous and coordination of efforts is dependent on good relationships and mutual agreement on common goals.
4. Formal academic standards in the hiring of minority faculty and the admissions standards of certain institutions pose some constraints on its effectiveness.

The development of the consortium, however, is important because it clearly has merit as a device for giving its member institutions a missing dimension and enabling them to undertake the development of their faculty and ethnic minority curricula, to focus and conserve their resources, to expand their educational focus and to attract greater financial aid. Subsequent sections of this report will explore the development of the consortium and the methodology utilized to achieve the objectives stated in the grant.

RECRUITMENT AND RETENTION OF MINORITY STUDENTS

INITIAL ACTIVITIES

The lack of minority students in graduate social work education and in the programs of the four graduate schools in Texas was one of the main forces leading to the development of the consortium. The four schools committed themselves to recruiting ethnic minority students and employed

a coordinator to administer this facet of the program. At the onset of the project, it was decided that the recruiter would:

1. Be a member of a minority group reflecting the population of the geographic area of the school.
2. Have the academic rank of Assistant Professor.
3. Have membership in the Admissions and Scholarship Committee, Curriculum Committee and other assigned committees.
4. Have a thorough knowledge of the schools' programs in order to interpret it to potential applicants.
5. Be knowledgeable of other social work programs so that he could refer students to them.
6. Have authority to coordinate all facets of the schools' recruitment program.

The coordinators were able to recruit sixteen qualified minority group students during the initial year of the grant, thus utilizing all available stipends. This first group of trainees contained ten Mexican-American and six Black students.

The coordinators also devoted considerable time to the development of liaison serves with colleges, universities, state and community agencies and individuals

in communities with a high concentration of Chicano and Black populations. Priority was given to schools with a high percentage of minority students enrolled in undergraduate programs and communities where "grass roots" organizations would function as information, communication and referral sources for student recruitment. Efforts were also made to recruit practitioners with Bachelor of Arts Degrees, and the staff worked closely with the Manpower and Development Program of the State Department of Public Welfare and other state agencies. In addition, the consortium sponsored a statewide career conference in Houston, attended by approximately two-hundred students, some of whom are currently enrolled in social work programs. A Minority Perspective Seminar was also held at The University of Texas, with the expressed goal of sensitizing students and faculty to the Black and Chicano experience. The coordinators also attended regional and national conferences which focused on issues and problems related to the recruitment, education, and retention of ethnic minority students in social work education.

RECRUITMENT AND RETENTION OF MINORITY STUDENTS

CONTINUING ACTIVITIES

Preliminary indications of the impact of the consortiums' recruitment efforts can be seen in the increased enrollment

of minority students and the increase in minority applicants. During the pre-project years, 1968-69, 23 minority students were enrolled in a total population of 245, 9.4% of the student body. In 1969-70, there were 317 students enrolled, of whom 35 were minority, or 10.9% of the class. In the initial year of the grant 376 students, including 55 minority students (14.6% of the class) were enrolled. The total student population increased in 1971-72 to 458 including 79 minority students, or 17.2% of the class. During the third year of the grant, minority enrollment increased to 110 students, 23.1% of the total schools' population of 477 students. In the three years that the project has been in operation, minority enrollment has increased from 55 in 1970-71, to 79 in 1971-72, to 110 in 1972-73. (Exhibit III) This significant increase can be attributed to the regional and national impact of the consortium.

Although these statistics are impressive, it must be remembered that there has been a significant increase in the number of non-minority students enrolled in these schools during this period. In analyzing the statistics on the minority group, this factor has been taken into consideration. However, in our opinion, the minority grant has been a major factor in increasing the minority population. Continuance of federal support is essential to maintain this growth.

This is one of the main reasons the consortium decided to submit a new proposal to NIMH requesting funds. Continued support is essential to extend and enliven the consortium's involvement and commitment to the minority community, and to invigorate the minority communities' involvement in social work education. (Exhibit IV)

FINANCIAL AID

It has been generally agreed that the success of any ethnic minority recruitment program is dependent on the availability of financial support. Evidence indicates that minority students need financial assistance in order to continue their education, and in most instances, need additional financial support.

Most institutions of higher education face the dilemma of being unable to develop effective programs because they lack the financial resources. Some institutions, like The University of Texas, are prohibited by law from using state appropriated funds for the recruitment of minority students. The consortium, however, has experienced a significant increase in minority enrollment because the member schools have committed themselves to providing financial assistance to minority students accepted into their programs, and some give high priority to them. During the academic year 1971-72[5],

[5]Statistics are not available for the initial year 1970-71, because a data retrieval system had not yet been developed.

minority students received 47 school-administered stipends out of a total of 152. During the same academic year these students received 15 of the 94 non-school-administered stipends available. In both categories, minority students received a total of 57 stipends, a number far exceeding those provided by the NIMH minority grant. (Exhibit V)

During the academic year 1972-73, minority students received 66 school-administered-stipends out of a total of 135 stipends. In the same academic year 11 non-school-administered stipends were awarded to minority students, from the 77 stipends available. In both categories 77 stipends were awarded to minority students, a number which again far exceeds those provided in the grant. (Exhibit VI) Statistics indicate that the consortium schools are making a commitment toward providing financial assistance to minority students. This commitment, however, has not been activated, so that future support is assured. The withdrawal of federal funds for traineeships will seriously hamper the recruitment of minority students and will drastically affect ethnic minority input into social work education and the service delivery system.

ADMISSIONS

In the initial phases of the project, it was decided that the graduate schools of social work could not attempt to recruit minority students into their program without

making special provisions for the qualifications of minority groups. It has been well documented in the literature that "disadvantaged" students consistently score lower on intelligence tests than their counterparts. The use of standard admissions criteria such as graduate examination scores, grade point averages, and scholastic aptitude test scores, to evaluate the potential of minority students for graduate school is demeaning to this group. There is no proved correlation between evaluative criteria and students' ability to function as social workers in minority (or majority) communities. The consortium anticipated this problem and proceeded to utilize their admissions policies as flexible guidelines for assessing minority student potential. The School of Social Work at The University of Texas at Austin initiated a special program that would allow the conditional admission of disadvantaged students who did not meet the Graduate Schools' criteria for admission. The majority of the students enrolled in this school during the period of the grant were admitted under special status. This pilot program has proved so successful that The University of Texas at Austin is now utilizing this concept in all of its' graduate programs.

The other schools in the consortium have also initiated some changes in order to facilitate the recruitment and

admission of minority students. Some of these provisions are:

- assessing each applicant individually and waiving certain admissions requirements
- reserving a specific number of stipends and positions for minority students
- giving first priority to minority groups
- tagging and identifying minority group applications.

One of the most encouraging statistics resulting from the three-year project is the low attrition rate among minority students. That they have the motivation, desire, and ability to undertake graduate study is a documented fact. Further documentation and research may alter policies which focus only on those students who meet graduate admissions requirements.

RETENTION OF MINORITY STUDENTS

One of the major problems faced by graduate programs in higher education is their inability to attract and retain minority students. In order to avert this problem, the original planners of the grant proposal decided on a policy of recruiting the most academically "able" minority students (i.e., those who meet regular admission standards). It was felt that this would lessen the need for special admission and expensive and time-consuming tutorial programs. However, some students who did not meet the rigid admission

requirements, but who exhibited social work potential, were admitted to the program. Experience thus far indicates that academic failure is not the major cause for student attrition. Of those students who did drop out of the program, only a small percentage withdrew for academic reasons. A number of factors have been cited as contributing to their withdrawal from school: (1) personal reasons; (2) dissatisfaction with the schools' curriculum; (3) dissatisfaction with the faculty; (4) inability to adjust to new surroundings; and (5) inability of the student to complete course requirements; and (6) issues related to institutional racism.

An analysis of the records of students who have dropped out of the program indicates that most of them left because they were having personal problems or were displeased with the school's curriculum, and that others were dismissed for academic reasons. Counseling, tutorial, and other supportive services, have been made available to minority students, but very few have utilized any service except for emergency financial aid. The coordinators have all worked with students to help them complete their studies. The fact that a large percentage of students recruited into this program did not meet the traditional admissions criteria of certain schools has been established.

However the fact that the majority are not experiencing any difficulty in meeting all academic requirements casts some doubt on the validity of these admission requirements for minority students. This would indicate that the emphasis on recruiting the most qualified students does not necessarily correlate with the quality of students who are graduating from the schools.

Another aspect of retention is whether the graduating students will remain in Texas and the Southwest area, and assume leadership positions in their respective communities. The students in the program have been quite active in attempting to make social work education relevant to minority communities, and have in a sense been in the forefront of this movement. As an indication of their commitment, a student from each school serves as a representative to the Advisory Board, and on March 10, 1972, the majority of the minority students in the program, in addition to others, convened in Houston and attended the scheduled Advisory Board meeting. At this meeting they reiterated their concern for the lack of minority content in the schools' curriculum. The Black and Brown Coalition of Students at Houston discussed a proposal with the Board, which had been written by students, for developing ethnic minority curriculum at that school. The Chicano Trabajadores de La Raza also announced that they were

incorporating into a statewide organization in order to influence the social service delivery system in Texas. It is a well documented fact that minority students have taken the initiative and have assumed leadership in attempting relevant curriculum changes in the consortium schools. The real task is whether the schools are able to keep pace with the students. Available data at this time indicate that the majority of the graduates from this program are being employed by social service agencies in Texas.

RECRUITMENT SYSTEM

One of the major objectives, as stated in the grant, was the development of a statewide recruitment system that would assure the continued participation of minority group members in social work education. The recruitment of minority students into higher education has traditionally been a short term goal in most institutions. The Texas consortium envisioned the development of a self-perpetuating system, fully realizing that federal funds will not always be available for this type program. The development, nature, and scope of the recruitment system has, to a large degree, been affected by the continuous turnover in project staff and the emphasis on other priorities dictated by project needs. Several steps, however, were incorporated in the

development of the system. These were:

1. Current studies, reports, data, and literature on the recruitment of minority students, were studied and reviewed.
2. Data on the enrollment of minority students in undergraduate programs were reviewed.
3. A plan was then developed for organizing a statewide recruitment system. (Exhibit VII)
4. Project staff determined the type of materials and services needed for information purposes.
5. Priorities were established for the development of the recruitment system.

As previously indicated in other sections of this report, the recruitment system did not fully develop as it was originally envisioned. The grant was awarded late in the initial year and priorities were, of necessity, placed on the recruitment of staff and students. One member institution was unable to employ a coordinator until the second year of the project, and again experienced turnover in staff during the final year. The University of Texas at Austin and the Worden School in San Antonio also experienced changes in staff during the first and third year of the project. However, all the schools designated a person to provide leadership to the program, and some developed

minority recruitment committees. Most of these committees consisted of students, school administrators and faculty. A number of the schools have included persons from the community in the committees. With the advise and guidance of project staff and the Advisory Board, the consortium proceeded to develop some basic approaches toward establishing a recruitment system. The following approach was decided upon by consortium members:

1. Development of a common recruitment flyer for the four schools. (Exhibit VIII)
2. Collaborative recruitment for the four schools and other graduate schools of social work in the country.
3. Emphasis on the recruitment of able minority students to minimize tutorial programs.
4. Emphasis on the recruitment of undergraduates on campuses that offer the undergraduate sequence.
5. Emphasis on undergraduates in schools with high enrollment of ethnic minority students.
6. The use of promotional materials stressing admissions, financial aid and special arrangements available for minority students.

7. The use of professional organizations, such as the state and local chapters of NASW, Association of Black Social Workers, Trabajadores de La Raza, LULAC, State Department of Public Welfare, and other state and local agencies.
8. The use of newsletters from established organizations to publicize the program.
9. Developing and distributing at a later date a manual listing referral sources for minority students. (Exhibit IX)

The preliminary phases in the development of the system involved site visits to colleges and universities with a high percentage of minority enrollment. State and local social service agencies were also visited by project staff, with special emphasis on those who employ minority group social workers. The project coordinators also met with all of the undergraduate social work educators in Texas at various conferences in Salado and Houston, Texas, and developed collaborative agreements for the referral of students into the graduate programs. Attendance at conferences by project staff also afforded an opportunity for interpreting the program. Newspaper and newsletter articles were periodically issued in key communities in order to publicize the program. Periodic reports were issued to

the Advisory Board and key institutions to order to keep them abreast of the development of the system.

During the final year of the grant, more emphasis was placed on developing a manual listing institutions, agencies, and individuals who might assist in referring students to the graduate programs. Follow-up letters requesting assistance in this endeavor were mailed to all undergraduate schools in Texas and the Southwest, to major state and local agencies, Community Action Agencies and all undergraduate social work educators in Texas. The project director, coordinators, and Dean Jack Otis met in various planning sessions, and decided to de-emphasize direct recruitment in order to test out the effectivenss of the system. Preliminary response indicates that the system is functional and benefits some schools more than others. This suggests that direct recruitment cannot be totally eliminated by a referral system. The relationships developed by consortium staff, faculty, students, Advisory Board Members and other committed individuals, however, has generated a unique desire to communicate on mutual issues and problems confronting social work education, and the social service delivery system. Communities that have been isolated from graduate social work education are now more involved with the consortium schools, and there is more collaboration with undergraduate programs.

The recruitment system has its limitations, and the main one is the vast geographic area covered by Texas. All of the schools are in Central Texas and are far removed from certain heavily populated minority communities. Priorities on site visits to isolated communities have to be well coordinated in order to avoid duplication of time and effort. Students are excellent recruiters, and certain institutions prohibit reimbursing and paying students for their time and effort. One institution, The University of Texas at Arlington, assigned a second year student as an assistant to the coordinator for that school. He received credit for his field placement as a recruiting specialist. Innovative and collaborative recruitment strategies by the coordinators have served to focus on the positive attributes of the recruitment system, rather than its limitations and constraints.

PROFILE OF THE RECRUITMENT SYSTEM

Prior to developing a manual on information, communication, and referral sources for minority student recruitment, the coordinators had agreed that primary consideration would be given to developing a list of resources that would benefit the four graduate schools of Texas, and secondly, that consideration would also be given to the geographic needs of each school. It is now complete but needs periodical

updating. It is made up of the following components:

1. Graduate Social Work Programs - 85 Schools
2. Undergraduate Social Work Programs - 151 Schools
3. Undergraduate Social Work Programs in Texas - 34 Schools
4. Undergraduate Programs in Texas - 130
5. Community Action Agencies in Texas - 32
6. State Department of Public Welfare, Regional Offices in Texas - 17
7. Public, Private and other agencies in Texas - (maintained by each school)
8. College and University Newspapers - 171
9. Recruitment Materials
10. Other sources and additions

CURRICULUM DEVELOPMENT

One of the major objectives of the consortium grant is the development of social work curriculum with emphasis on ethnic minority content. The project director and coordinators have all been actively involved in their respective schools in developing curriculum and curriculum material on minority group content and minority experiences. Three of the coordinators are currently teaching courses on the minority group perspective. The most significant contribution to the development of minority group content

in social work education has been the series of workshops recently held and sponsored by the consortium. Project staff, faculty and consultants designed workshops for each of the schools that addressed specifically the issues involved in the development of minority group content in social work education. Each consortium school developed their specific objectives and workshop design according to their own needs and interest. However, to integrate the functions of the workshops into a comprehensive program, a set of general objectives were designed to guide the total activities: (1) to present selected social work curriculum relating to Black, Chicano and American-Indian populations which is appropriate to the individual needs of each consortium school; (2) to review and evaluate selected Black, Chicano and American-Indian social work curriculum materials that have been developed and presented; (3) to list and report the findings of the reviews and evaluations of the Black, Chicano and American-Indian social work curriculum materials; (4) to develop a set of recommendations regarding the curriculum materials which can be made available to other schools of social work; (5) to explore ways, means and degrees to which the consortium schools are currently infusing curriculum with Black, Chicano and American-Indian content into courses and sequences; (6) to identify and

analyze the obstacles or problems of infusing Black, Chicano and American-Indian curriculum into schools of social work.

With these objectives in mind, the four workshops were held during April and May of 1972, and were considered an overall success by those who attended. Some significant questions were raised regarding minority group content in social work education and the availability or paucity of materials dealing with this issue. A follow-up conference attended by social work educators, consultants, board members, students, faculty, and federal officials was held in San Antonio on June 26, 1972, to specifically discuss some of the most critical problems and issues involved in infusing ethnic minority content into social work curriculum. During this conference, the experiences of the previous workshops were critically examined and some recommendations, based on the ideas and opinions of conference participants were developed. Some excellent papers were presented by the consultants who participated in the individual workshops. Five of them were printed as monographs at The University of Texas, and distributed to all graduate and undergraduate schools in the U.S. as well as selected agencies and individuals. Copies of all the papers presented at these workshops were made available to the students and faculties of each consortium school. (Refer to Exhibit X for List of Consultants to the Workshops; Exhibit XI for Summary Report of National

Conference and Recommendations; Exhibit XII for Conference Participants; and Exhibit XIII for Bibliography of Workshop Presentations.)

The task of developing ethnic minority curriculum is a continuing process in each of the schools. As an example, The University of Texas at Austin sponsored a two-day workshop for its faculty in order to experiment with and evaluate some curriculum modules developed by the Chicano Training Center in Houston. After these workshops a number of faculty tested the modules in the classroom and field units. Some of the modules tested were: (1) Biculturalism: Chicano Style; (2) Chicano Family Diversity; and (3) Chicano Organization in a Hostile Environment. These workshops proved extremely valuable to both faculty and students.

The University of Houston recently sponsored a workshop on the "Delivery of Services to the Ethnic Poor: Emphasis on Blacks and Chicanos", which was attended by over six hundred participants. In addition, the Black and Brown Coalition of Students developed a proposal on the introduction of Black and Chicano Content into the curriculum which was presented to the administration and faculty of that school. This proposal was recently published by CSWE. The recommendations which emanated from the

workshops and the BBC proposal are currently being utilized by the Ethnic Studies Committee of that school to develop more relevant curriculum dealing with issues of racism and the social services delivery system.

The Worden School of Social Services through its Bilingual Training Center has sponsored various workshops in both Spanish and English for non-Spanish speaking social workers in order to develop their expertise in serving Spanish speaking clients. The curriculum at Worden is currently being reviewed by a special committee for possible inclusion of more ethnic minority courses.

The University of Texas at Arlington has also sponsored some faculty and student workshops addressing the issue of ethnic minority content. In addition, a Minority Affairs Committee was organized in October 1972, to insure the involvement of the minority community in continuing activities of the grant.

IV. EVALUATION COMPONENT

Evaluation of the project has been in progress since the beginning of the second year in order to monitor all phases of the program. In the original proposal, six criteria were listed as guidelines for evaluating the effectiveness of the program. These were: (1) An increase in the percentage of Blacks and Mexican-Americans in the student bodies of the schools; (2) A full utilization of the scholarships under this program; (3) The development of a statewide recruitment system; (4) Relevant curriculum changes; (5) The retention of graduates from the program, as social workers in Texas and the Southwest; (6) Analysis of activities engaged in by recruited students after graduation. The evaluation of the project is complete and indicates that most of the obj ctives were achieved, although others need further refinement and development. There has been a significant increase in the percentage of minority students and all of the stipends have been utilized. The recruitment system needs further developing and more support from faculty and non-minority groups. Curriculum with emphasis on the ethnic minority perspective

is being developed, but will require substantial faculty support. These are some of the highlights of the evaluation component. The reader is referred to the full report in the Appendix (Exhibit XIV).

V. FINAL COMMENTS AND RECOMMENDATIONS

The development of a consortium in social work education is a unique concept for addressing an issue no one institution might be able to undertake by itself. The Texas consortium was developed as a means of attracting more minority students into social work education, with the short and long range goals of developing leadership among minority groups as a means of affecting the present social service delivery system. Concomitant with this was the emphasis on a coordinated approach to developing social work curriculum relevant to minority groups and minority communities. These were rather idealistic goals to be achieved, in view of the continuous turnover in project staff and the priority placed on curriculum development. Unexpended funds from the initial year were allocated for this purpose. A great deal of activity has been generated by the project. It has been successful in some, failed in others. Possibly one of its main contributions is that it has focused attention on the critical issue of including ethnic minorities in social work education, including both faculty, students and community practitioners. It also continues to focus on the need for developing curriculum that will prepare social work students

to function in multi-ethnic, bi-cultural, and bi-lingual communities. One of the main difficulties experienced by the project was its inability to influence the traditional institutional concept of requiring the doctorate as a criteria for employing minorities in teaching and tenured positions. This was of major concern. The grant automatically increased minority faculty by four, and provided the impetus for employing additional faculty to the present level of twenty-five. However, only one minority faculty is tenured. It will be extremely difficult to initiate curriculum changes relevant to minority groups without the assurance that minority faculty can enjoy job security.

RECOMMENDATIONS

One of the main objectives of the grant was the recruitment and retention of qualified minority students into social work education. Consequently several recommendations will be made for consideration by other schools interested in developing similar programs.

RECRUITMENT OF MINORITY STUDENTS

1. Recruitment, admissions, and retention programs must guarantee student financial aid to complete programs leading to professional degrees.

2. Admissions policies must function as flexible guidelines, with highest priority on assessing student potential for effective social work practice in minority communities and with less emphasis on standardized admissions tests.
3. A clearinghouse should be established for processing applications from students, allowing flexibility and free flow of information among schools of social work, thus reducing the cost and loss of time incurred by the student.
4. This clearinghouse should also provide the student with information on sources of funds, so that he can make his own selection of schools.
5. Minority students, faculty and community people should participate on admissions committees in the schools of social work.
6. Minority students, faculty, professional people, and community organizations should be involved in the planning, developing and implementing of minority recruitment programs.
7. Universities, schools and departments of social work must assume the fundamental responsibility for funding minority recruitment programs.

8. Recruitment programs for undergraduate and graduate social work programs should seek out minority high school graduates, junior college and university graduates, and interested persons with demonstrated potential for social work practice.
9. Schools should employ a full time coordinator of recruitment, with additional responsibilities of Director or Assistant Director of Admissions.

RETENTION OF MINORITY STUDENTS

1. Schools of social work need to develop additional supportive programs for minority students.
2. Special counseling and advisement programs should be available for students who need them.
3. Tutoring and remedial programs should be available for minority students.
4. Adequate and additional financial support should be available for minority students.

GUIDELINES FOR DEVELOPING A RECRUITMENT SYSTEM

1. Determine the availability of funds for this operation. Be realistic in the initial planning phases.

2. Select staff members who are knowledgeable of the schools' program and social work education and understand the cultural nuances of the target population.
3. Lay solid groundwork based on research and planning on which to base the establishment of priorities.
4. Develop a system of data collection and record-keeping and initiate a research component if funds are available.

CURRICULUM DEVELOPMENT

The issue of developing and infusing ethnic minority content into social work education has been well documented in the literature and has been articulated by the Commission of Minority Groups and the Ethnic Minority Task Forces of the Council on Social Work Education. The Council recently published the reports of each minority group which contain recommendations to schools of social work in all areas of curriculum and administration. It is fitting in this report to list some recurring themes in their recommendations:

1. The employment of more minority faculty in teaching and tenured positions.
2. The development of a policy by which to implement the development and infusion of ethnic-minority related materials and research into the curriculum.

3. The development of specific ethnic-minority content into each sequence.
4. The diffusion of ethnic minority content into each course in the curriculum.
5. The requirement that all students take courses including ethnic minority content.

These are some of the recommendations resulting from this three-year program. It is hoped the ideas will be helpful in developing a consortium similar to the one in Texas. The consortium and its member institutions welcome any inquiries from others who wish to develop similar programs.

The four graduate schools of social work and the minority groups in Texas who have benefited from the grant are most grateful to the National Institute of Mental Health for providing consultation and funding for this innovative and very valuable project. It is hoped it will be a catalyst for greater involvement of social work education into the minority problems facing us, and will provide a knowledge base for infusing minority content into all social work curricula.

APPENDIX

Project Staff Members

EXHIBIT I

"SOCIAL WORK EDUCATION FOR ECONOMICALLY DISADVANTAGED GROUPS IN TEXAS"

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"SOCIAL WORK EDUCATION FOR ECONOMICALLY DISADVANTAGED GROUPS IN TEXAS"

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Statistical Data on Minority Student Enrollment
1968-1973

TABLE I

Schools of Social Work - Texas

Statistics on Minority Students During Pre-Project and Project Years

Pre-Project 1968-69	Total No. of Students	Blacks	Mex. Amer.	Amer. Ind.	Total Minority	Black %	M.A. %	Minority %
Worden	92	7	5		12	7.6	5.4	13.0
Austin	101	3	5		8	3.0	4.9	7.9
Arlington	26	1	0		1	3.8	0.0	3.8
Houston	26 / 245	1 / 12	1 / 11		2 / 23	3.8 / 4.9	3.8 / 4.5	7.6 / 9.4
1969-1970								
Worden	106	8	14		22	7.5	13.2	20.7
Austin	94	0	4		4	0.0	4.2	4.2
Arlington	62	4	0		4	6.0	0.0	6.0
Houston	55 / 317	4 / 16	1 / 19		5 / 35	7.3 / 5.0	1.8 / 5.9	9.1 / 10.9

EXHIBIT III

TABLE I

Schools of Social Work - Texas

1st Year of Project 1970-71	Total No. of Students	Blacks	Mex. Amer.	Amer. Ind.	Total Minority	Black %	M.A. %	Minority %
Worden	112	11	14	4	29	9.8	12.5	25.9
Austin	100	1	3		4	1.0	3.0	4.0
Arlington	94	5	5		10	5.3	5.3	10.6
Houston	70	12	0		12	17.1	0.0	17.1
	376	29	22	4	55	7.5	5.9	14.6
2nd Year of Project 1971-72								
Worden	149	12	15	1	28	8.1	10.1	18.8
Austin	108	5	7		12	4.6	6.5	11.1
Arlington	121	9	7		16	7.4	5.8	13.2
Houston	80	17	6		23	21.3	7.5	28.8
	458	43	35	1	79	9.4	7.6	17.2
3rd Year of Project 1972-73								
Worden	149	11	30	3	44	7.4	20.1	29.5
Austin	111	3	15	1	19	2.7	13.5	17.1
Arlington	131	11	3		14	8.4	2.3	10.7
Houston	86	18	13	2	31	21.0	15.1	36.0
	477	43	61	6	110	9.0	12.8	23.1

Summary of New Grant Proposal
1973-1978

EXHIBIT IV

TRAINING GRANT APPLICATION

PROPOSAL OUTLINE

Title: "Social Work Education for Minority Groups in Texas"

Submitted: Department of Health, Education and Welfare
Public Health Service

Program Director:

Daniel Jennings, D.S.W.
Dean
Worden School of Social Service
Our Lady of the Lake College
411 S.W. 24th St.
San Antonio, Texas 78285

Administration of the project will be directed by a Project Director through the Worden School of Social Service in San Antonio. The grant proposal was written by Dr. Dennis Saleebey, The University of Texas at Arlington, Dr. Jack Otis and Mr. Juan Armendariz, The University of Texas at Austin.

Project Coordinators will be assigned to each of the schools involved in the consortium.

Project Period - 7/1/73 through 6/30/78 - Total Direct Cost - $2,637,621.00

Budget Period - 7/1/73 through 6/30/78 - Total Direct Cost - $472,050.00

Participating Schools:

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David Roberts
Acting Dean
August Swain
Project Coordinator

PROPOSAL OUTLINE

I. Introduction

A. Discussion of the lack of representation of minority groups in social work education.

B. Discussion of the meeting between Milt Wittman, Hogg Foundation officials, Consortium Schools, community representatives, and the development of minority recruitment project.

II. The Problem

A. Lack of minority students in graduate schools of social work in Texas.

1. Problems in the recruitment and retention of minority students.

2. Need for financial support for minority students.

3. The necessity of advisory counseling and other supportive services.

4. Barriers posed by the GRE and other admissions criteria.

5. Lack of minority content in social work curricula.

B. Discussion of the problem and some solutions achieved through the Consortium Project "Social Work Education for Economically Disadvantaged Groups in Texas" NIMH - PHS Grant #12439-03 now in its third and final year.

C. Discussion of the problem, the "Centro del Barrio" in San Antonio and other programs in the U.S. aimed at improving the social service delivery system to minority groups, and increasing minority group representation in schools of social work.

D. Discussion of the need to continue the present project with appropriate refinements and changes.

III. Objectives

A. It is the broad purpose of the proposed project to extend and enliven the schools of the consortium's

involvement in and commitment to the minority community and to invigorate the minority communities' involvement in social work education.

The objectives of the proposed continuation and expansion of the project are:

1. The widening of the structural and substantive boundaries of Graduate Social Work Education so that:

   a. The minority groups' perspectives are integrated and infused in the graduate curriculum in a way representative of the realities of life in minority communities;

   b. Graduate social work practitioners, minority and majority, can work effectively and sensitively with individuals and groups in ghettos, barrios and reservations;

   c. The schools of social work can reach out to the community for knowledge, skills and talent in a collaborative program of education and service;

   d. So that the schools of social work can develop an educational institution, pertinent to, consonant with, the social movements within minority communities to produce students who can act as agents of change in these communities.

B. In order to accomplish these objectives, the four schools of social work propose the establishment of Teaching/Learning Centers in minority communities designated by each school.

   1. The respective schools of social work in the participating universities will be the training facilities for faculty and students.

   2. The procedures and methods used in the Teaching/Learning Centers would include seminars, lectures and supervised field practicum.

IV. Methods of Achieving These Objectives Within a Five-Year Period

A. Teaching/Learning Centers

1. Four fully functioning Centers in effective response to minority concerns, and to the goals of social welfare and social work practice.

2. The development of a unique curriculum, and innovative teaching methodologies.

3. Effective service delivery to the community.

4. The graduation of professional social workers competent to ply their skills in the service of minority communities.

5. Integration of the operations and staff of the Centers with the operations and staff of the schools.

B. Curriculum Development

1. The development of a curriculum reflective of minority group concerns and perspectives, and extending beyond the limiting of boundaries of current curriculum.

2. Increase in the number of courses, and in the amount of content in total graduates social work curriculum relating to minority group perspectives and the social welfare enterprise.

3. Publication and dissemination of materials, syllabi, papers relating to curriculum building experiences.

4. Development of innovative teaching methodologies.

C. Service

1. Systems of service delivery developed by Centers in direct response to community needs, and using the culture of the community as a basis for intervention and help.

2. Wide-range of services offered to community outside limits of usual agency structure.

3. Development of several dimensions of service (from advocacy to brokerage, etc.), and role models.

4. The graduation of students, at least some of whom return to the community to practice.

D. Recruitment

1. An absolute and relative increase in numbers of minority students in each school.

2. A high rate of retention of minority students (80-90%).

3. A significant degree of financial support for minority students (at least 40-60 in last year).

4. Changes in administrative policy facilitating entrance and egress of minority students without sacrificing educational standards for competence.

E. Administration

1. Administrative integration of project staff and faculty with staff and faculty of remainder of graduate schools.

2. Administrative responsibility and authority assumed by Project Staff as needed to run program effectively.

3. Competent use of advisory boards in administration of program.

4. Maintenance of smooth coordination of the programs of the four schools.

5. Research into effect of administrative changes--for example, changes in admission's policies (have they become more flexible, what are new criteria, how has it affected number of minority admissions, how has performance of minority students been?).

F. Research

1. The development of a range of research, analyzing and comparing the shape of different minority communities, and comparing the experience of the different Centers in terms of service delivery, and response to the service in the community; curriculum developments reflective of community

needs and concerns; and effectiveness of the service component in meeting needs and solving problems.

2. Extensive evaluative research so that the experience of the Project can be understood in terms of tangible data.

V. Staffing

A. The personnel required by the renewal of the project includes:

1. Four Project Coordinators: It will be the continuing job of the Coordinators to establish a smooth functional relationship between all aspects of the project, to guide the elaboration and development of the project through all of phases (Teaching/Learning Center, research, curriculum development, etc.), to act as an administrative liaison between the Project and the rest of the graduate educational program, to be directly responsible for the continuation of recruitment and retention efforts, and infusion of minority content in the curriculum (with the help of faculty and students), to participate in the policy development in the graduate school in a meaningful way, and to teach.

2. Four Teaching/Learning Center Coordinators: It will be the job of the TLC Coordinators, with appropriate assistance from Community Professors, community leaders, and students to guide and direct the development of their Center; to develop curriculum; to teach in the Center; to supervise students in service delivery, and to be immediately responsible for the administration of the Center.

3. Four Community Professors: They will work with the Coordinators in developing the program of the Center; will supervise students in service delivery; participate in curriculum building in the school and the Center; participate as a faculty member in the academic and administrative processes of the Graduate School of Social Work.

4. One Research Director: Since we have called for considerable research involvement of each

of the Centers, a research director will be hired to direct and oversee the design and carrying out of evaluative, identification, and comparative research projects. He must be qualified to do, and experienced in doing social science research and should have some knowledge of the nature of minority communities.

5. Community Consultants: Community leaders, and individuals with particular skills and knowledge from the community will be hired periodically as consultants to assist in the planning of the Centers, and, when the Centers open, to assist in curriculum development and service delivery.

6. Clerical Assistants: There should be one full-time clerical assistant at each of the four schools of the project. Considering the many facets of the project and the considerable paperwork it will generate, this seems a reasonable addition.

VI. Summary

The Schools of the Consortium are seeking to develop an educational program which will educate social work practitioners for competent and responsible service in behalf of minority communities. We have proposed the creation of Teaching/Learning Centers in minority communities, using minority faculty familiar with these minority communities, and with a curriculum that comes, in part, directly from the wisdom and knowledge in the community. The education that occurs in these Centers will be based on a foundation of service and research; service so that the community can realize tangible benefits, and research so that concepts and methods for practice in and understanding of the communities can be developed and concretized.

Eventually, should our experience prove successful, we would like to expand the Centers to become multidisciplinary training centers for psychologists, physicians, nurses, public health personnel, and to include training for non-professional practitioners who have the experience and motivation for service in the minority community. Whatever the future, this proposed project is a response to the realization that up to now social work education has dramatically failed the minority community.

Statistics on School and Non-School Administered Stipends
1971-1972

EXHIBIT V

SCHOOLS OF SOCIAL WORK - TEXAS

Totals - School Administered Stipends
1971-72

1st and 2nd Year

	Anglo	American Indian	Black	Mexican American	Other	TOTAL
U.T. AUSTIN						
1st Year	35		4	4	1	44
2nd Year	26		1	1		28
TOTAL	61		5	5	1	72
U.T. ARLINGTON						
1st Year	5		3	2		10
2nd Year	2			3		5
TOTAL	7		3	5		15
HOUSTON						
1st Year	11		5	4		20
2nd Year	8		8			16
TOTAL	19		13	4		36
WORDEN						
1st Year	2	1	2	4		9
2nd Year	13		1	5	1	20
TOTAL	15	1	3	9	1	29
GRAND TOTALS	102	1	24	23	2	152

SCHOOLS OF SOCIAL WORK - TEXAS

Totals - Non-School Administered Stipends
1971-72

1st and 2nd Year

	Anglo	American Indian	Black	Mexican American	Other	TOTAL
U.T. AUSTIN						
1st Year	6			2		8
2nd Year	12					12
TOTAL	18			2		20
U.T. ARLINGTON						
1st Year	15		4		1	20
2nd Year	10		1	1	1	13
TOTAL	25		5	1	2	33
HOUSTON						
1st Year	5		1	2		8
2nd Year	6		1			7
TOTAL	11		2	2		15
WORDEN						
1st Year	12			1		13
2nd Year	11	1	1			13
TOTAL	23	1	1	1		26
GRAND TOTALS	77	1	8	6	2	94

Statistics on School and Non-School Administered Stipends
1972-1973

EXHIBIT VI

SCHOOLS OF SOCIAL WORK - TEXAS

Totals - School Administered Stipends
1972-73

1st and 2nd Year

	Anglo	American Indian	Black	Mexican American	Other	TOTAL
U.T. AUSTIN						
1st Year	24		2	6		32
2nd Year	4			1		5
TOTAL	28		2	7		37
U.T. ARLINGTON						
1st Year	10		5	3	1	19
2nd Year	10		3	2	1	16
TOTAL	20		8	5	2	35
HOUSTON						
1st Year	1		4	4		9
2nd Year	7		5	3		15
TOTAL	8		9	7		24
WORDEN						
1st Year	3		3	12		18
2nd Year	8		3	10		21
TOTAL	11		6	22		39
GRAND TOTALS	67		25	41	2	135

SCHOOLS OF SOCIAL WORK - TEXAS

Totals - Non-School Administered Stipends
1972-73

1st and 2nd Year

	Anglo	American Indian	Black	Mexican American	Other	TOTAL
U.T. AUSTIN						
1st Year	5					5
2nd Year	6			2		8
TOTAL	11			2		13
U.T. ARLINGTON						
1st Year	22		1			23
2nd Year	11		2			13
TOTAL	33		3			36
HOUSTON						
1st Year	5		3	1		9
2nd Year	10		1	1		12
TOTAL	15		4	2		21
WORDEN						
1st Year						
2nd Year	7					7
TOTAL	7					7
GRAND TOTALS	66		7	4		77

Proposal for Developing a Recruitment System

EXHIBIT VII

ORGANIZATIONAL STRUCTURE
MINORITY STUDENT RECRUITMENT SYSTEM
TIME CHART

(Brief Explanation of Process Sequences)

PHASE I. Organization of a Statewide Recruitment System:

The initial year of the project, was one of experimentation, and the complexity of this program dictates that primary emphasis during 1972-73 should be directed towards the development and crystalization of a permanent recruitment structure in Texas. This is an ongoing process which will necessitate the cooperation of all segments of the community.

PHASE II. Review of Studies, Data, Service Systems, Literature:

A preliminary review of current studies, reports, data and literature reveals that there have been some efforts toward creating a statewide recruitment program within the State Department of Social Services. A report titled "Developing Social Work Manpower Data for Texas", SDPW, 1971, contains data that could be utilized in contacting minority groups in universities, colleges, public and private agencies. Study and retrival of data from this report should facilitate the development of a statewide recruitment network for Social Work Education. Regional offices of the NAACP, NASW, LULAC, MAYO, Association of Black Social Workers, Trabajadores Sociales de la Raza, and other organizations, are also developing reports that might be used in the project.

PHASE III. Development of Specific Planning, Coordination, Objectives and Procedures:

The objectives of the project stem from its broad general goal of initiating, stabilizing and formulating a permanent recruitment program for Chicanos, Blacks, and American Indians in Social Work Education. The basic areas of concentration are Recruitment, Retention and Curriculum Revision and Development. Needless to say, that Coordination is one of the most important components of the program. Coordination has briefly been defined as the process of bringing all necessary resources

to bear in the appropriate sequence in order to accomplish a specific mission. The resources for developing the statewide program are available, but there needs to be some agreement on the procedures which are to be followed in reaching project objectives. It is absolutely necessary that there be communication and cooperation (coordination) between participants in the project, so as to insure that all the schools have some needs and objectives in common, that will assure a joint effort in the cooperative enterprise.

PHASE IV. Selection of Target Areas for Recruitment and Organization Network:

The minority population of Blacks, and Mexican Americans is concentrated in Urban Metropolitan areas in Texas. These in essence are the target areas for recruitment of students, but there has to be consideration for those communities that are still identified as rural. It is essential that the recruitment project identify those areas in which it will concentrate its primary and secondary efforts toward recruitment.

PHASE V. Selection of Participants for Operational Network:

The identification of target areas for recruitment, will also provide areas for identifying specific participants in the organizational network, such as: universities, organizations, and individuals.

PHASE VI. Prepare Data Collection Schedule:

It must be realized that there will be universities, agencies and organizations that will not wish to participate in the organizational structure of the recruitment project. It is hoped that the preparation of a data collection schedule will identify those who are willing to participate.

PHASE VII. Data Collection and Compilation:

PHASE VIII. Data Analysis and Assessment:

Both of these phases should provide the necessary information of universities, agencies, organizations and individuals who have indicated a desire to actively participate in the recruitment organization.

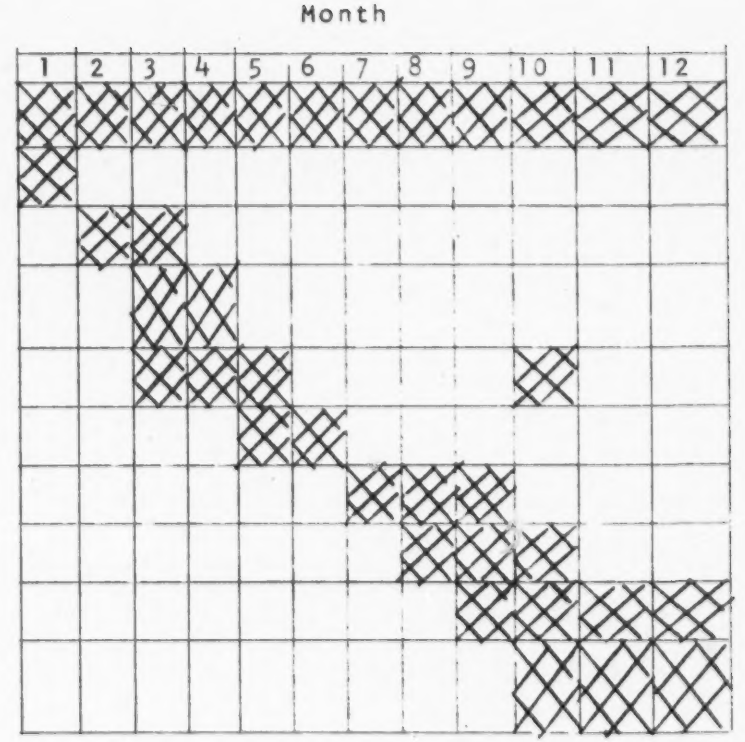
PHASE IX. Prepare Recruitment Resource Data for Schools of Social Work:

The information which has been gathered, providing contacts in universities, agencies, organizations, business, etc., will be compiled into a manual which will be provided to Social Work Schools in Texas at a later date.

PHASE X. Organization of Operating Coordination Process

One of the main objectives of the project, will be reached with the development of a permanent recruitment network in Texas. The next possible step will be to compile, on an ongoing process data on other universities that may wish to recruit minority students from Texas to their campuses.

ORGANIZATIONAL STRUCTURE
MINORITY STUDENT RECRUITMENT SYSTEM
TIME CHART



Recruitment Flyer

EXHIBIT VIII

GRADUATE

SOCIAL WORK EDUCATION

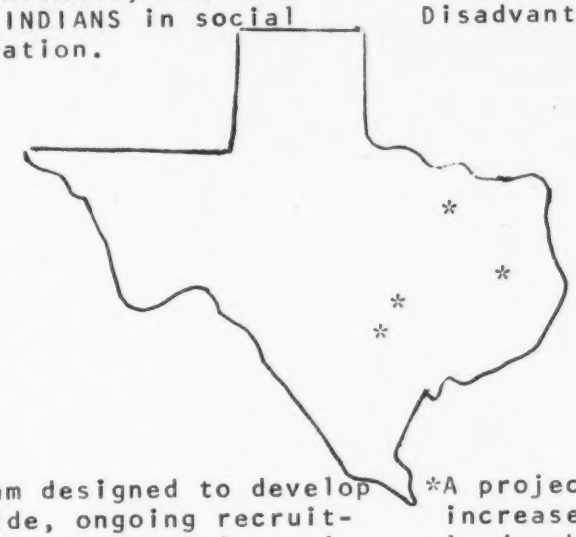
FOR ECONOMICALLY DISADVANTAGED

********** GROUPS* **********

CONSORTIUM OF TEXAS SCHOOLS OF SOCIAL WORK

*A coordinated Recruitment project designed to increase the number of Economically Disadvantaged groups including CHICANOS, BLACKS & AMERICAN INDIANS in social work education.

*A program providing several STIPENDS of $200 a month plus tuition & dependency allowances, RESERVED specifically for Economically Disadvantaged students.



*A program designed to develop a statewide, ongoing recruitment structure involving colleges, organizations & agencies.

*A project also designed to increase minority group leadership potential and aid in the development of special curriculum needs responsive to minority communities.

FOR FURTHER INFORMATION AND
PERSONAL ATTENTION ON ADMISSION PROCEDURES,
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Our Lady of the Lake College
Worden School of Social Service
San Antonio, Texas 78207

*Supported by National Institute of Mental Health Grant #12439-03

Index to Recruitment Manual

EXHIBIT IX

DIRECTORY OF
INFORMATION AND REFERRAL SOURCES
STUDENT RECRUITMENT SYSTEM

"SOCIAL WORK EDUCATION FOR ECONOMICALLY
DISADVANTAGED GROUPS"

I. Graduate Schools of Social Work - U.S.

Staff Person Assigned as Coordinator for Minority Affairs.

II. Undergraduate Social Work Programs - U.S.

Staff Person Assigned as Coordinator for Minority Affairs.

III. Undergraduate Social Work Programs - Texas

Faculty Staff Person Assigned as Coordinator for Minority Affairs.

IV. Undergraduate Schools - Texas

Staff Person Assigned as Coordinator for Minority Affairs.

V. Community Action Agencies Funded in Texas

Program Directors

VI. Texas State Department of Public Welfare

Regional Directors

VII. Public, Private and Other Social Service Agencies in Texas

VIII. Directory of College and University Newspapers in Texas and the Southwest

IX. Recruitment Materials

X. Other Resources or Additions

Consultants to Workshops

EXHIBIT X

The Consortium of the Texas Schools
of Social Work

"Social Work Education For Economically
Disadvantaged Groups in Texas"

Consultants to Workshops on Development of Minority Group
Content in Social Work Curriculum

I. UNIVERSITY OF HOUSTON

A. Lawrence H. Alexander, Jr., Executive Director, Neighborhood House Association, Buffalo, New York.

B. Mary Ella Robertson, Ph.D., Professor, Boston College School of Social Work, Chestnut Hill, Massachusetts.

C. Rodolfo Sanchez, MSW, Senior Consultant, United Way of America, Washington, D.C.

II. UNIVERSITY OF TEXAS, AUSTIN

A. James A. Bush, Ph.D., Assistant Professor, Ohio State University, School of Social Work, Columbus, Ohio.

B. Ismael Dieppa, Director, East Los Angeles Chicano Mental Health Training Center, Los Angeles, California.

C. Miguel Montiel, Assistant Professor, University of California, Berkeley, Berkeley, California.

D. Armand Sanchez, Santa Clara Department of Social Services, Planning Division, San Jose, California.

E. Lennie-Marie P. Tolliver, Professor and Coordinator of Practicum, University of Oklahoma, School of Social Work, Norman, Oklahoma.

III. UNIVERSITY OF TEXAS, ARLINGTON

A. Benjamin Finley, Executive Director, Afro-American Family and Community Services, Chicago, Illinois.

B. Juan Ramos, Ph.D., Chief, Interagency Liaison, National Institute of Mental Health, Rockville, Maryland.

C. Dorothy Randolph, Professor, Tulane University School of Social Work, New Orleans, Louisiana.

D. Paul Sanchez, Dean, San Jose State College, Department of Social work, San Jose, California.

E. Walter Walker, Ph.D., Vice President for Planning, University of Chicago, Chicago, Illinois.

IV. WORDEN SCHOOL OF SOCIAL SERVICE, SAN ANTONIO

A. Tomás C. Atencio, National Coordinator, La Academia de la Nueva Raza, Dixon, New Mexico.

B. Reverend Antonio Medina, Director, Field Staff, United Presbyterian Health, Education, and Welfare Association, Española, New Mexico.

C. Luis Medina, Assistant Professor, University of Utah, Graduate School of Social Work, Salt Lake City, Utah.

D. Julie Ruiz, Associate Professor, Arizona State University, School of Social Work, Tempe, Arizona.

E. Joe Saenz, Mexican American Unity Council, Mental Health Barrio Worker, San Antonio, Texas.

F. Alfredo Zamora, Chicano Folkloric Music Specialist, Cotulla, Texas.

Summary Report of National Conference
and Recommendations

EXHIBIT XI

SUMMARY REPORT OF A CONFERENCE ON MINORITY GROUP CONTENT IN SOCIAL WORK EDUCATION

CONSORTIUM OF TEXAS SCHOOLS OF SOCIAL WORK
SAN ANTONIO, TEXAS
June 26, 1972

Purpose

This conference was called to develop recommendations for action around the issues that emerged from the workshops on minority group content in social work education conducted by the four Texas schools of social work. In all, some ten issues (see Appendix I for complete listing of issues) ranging from definition of the knowledge base for the infusion of minority group content to the problem of institutional racism within the schools of social work themselves were formulated to serve as a basis for discussion, analysis and action.

Participants

The conferees included: representatives of federal agencies involved in the consortium's project, the Deans of the four schools, the project coordinators, minority group social workers with national reputations for expertise in this area, members of the Advisory Board to the project (members of groups representing minority interests), minority group students and faculty.

Background

After a series of preliminary meetings with federal and state officials, the Graduate School of Social Work at The University of Texas at Austin obtained funds from the Hogg Foundation and employed a faculty member who designed the

project--"Social Work Education for Minority Groups in Texas"--which was funded by NIMH for a period of three years beginning July 1, 1970. The objectives of the project are : (1) recruitment and retention of economically disadvantaged students including, minority group students in social work education; (2) the development of a statewide recruitment structure that would assure the continued participation of minority group members in social work education beyond the life of the project, and (3) the development of social work curriculum relevant to the minority community and minority group experiences. With regard to the latter objective, at the end of this past year each school in the consortium held a workshop on the development of minority group perspectives in the graduate curriculum. Each of the schools formulated a series of issues and objectives and invited a number of consultants to assist the faculty in coping with the issues, and meeting the objectives. The consultants were minority group educators and social workers with expertise and experience in building minority group content into the social curriculum.

While the workshops produced some tangible results, in many instances, further issues and questions emerged, or existing issues were refined. As a result, the project staff determined that a conference of workshop participants, project staff, and national experts on the problems of minority curriculum content (some of whom were consultants to the individual workshops), would be convened for the purpose of developing recommendations for action and change around the crucial issues

flowing from the workshop experience.

The Conference

The conference was an all day meeting, and the staff made the decision to spend the morning in a general discussion of the effects of the workshops and the questions around curriculum building for minority group perspective. In the afternoon, the conferees broke up into smaller groups to develop specific recommendations around issues and questions assigned to them. Finally, toward the end of the day, the entire group reconvened and discussed the recommendations of each group.

General Session

The meeting began with an introduction by Dean Otis of The University of Texas at Austin School of Social Work (the administrative agency of the project). In his remarks, Dean Otis described the circumstances and concerns leading to the development of the project, and, more specifically, the curriculum workshops. It was Dean Otis' contention that the four workshops were meant to have a deliberately narrow focus. That is, what the faculty members seemed to want was to learn how to identify materials related to minority group perspective in the different graduate sequences (Social Policy, Direct Practice, etc.). The project staff did not want to have a conference in which the participants were exposed to hortatory demands to change and, even though there is resistance on the part of faculties, it was decided that to deal with attitudinal change was beyond the scope and capacity of the workshops. The

only area of resistance that held some promise of subsiding would be that based on ignorance about what kind of changes should be made with respect to social work methods and theory. The workshops were not designed, either, to cope with the aims of social work education (i.e., the psychotherapeutic model vs. the social change model). It was Dean Otis' feeling that the present conference should identify the difficult problems of curriculum change and made recommendations for action with reference to those problems.

After Dean Otis' introductory comments each of the project coordinators summarized the tenor and outcome of their own workshop experience.

Juan Armendáriz (Austin): Mr. Armendáriz described the process by which the faculty workshop planning committee developed the design and theme of their workshop--"Minority Group Content in the Core Curricular Dimensions of Social Work Education." After a brief description of the topics rendered by each consultant, he gave the results of a poll of the faculty's response to the workshop. To summarize: the faculty strongly felt the need for more specific content, and surmised that the workshop did not produce the desired recommendations for curriculum change. However, many of the faculty did evaluate the workshop as a vehicle for action and change. Mr. Armendáriz explained that, although there may be some truth to the faculty's supplications for change, it was also true that they have been given many recommendations for change in the past but

have ignored them, or not chosen to act upon them. The implication being that minority concerns have a different priority with majority faculty than with minority faculty and students.

August Swain (Houston): Mr. Swain felt that the workshop had a valuable and positive effect on the faculty and students of his school. Given the fact that the project coordinators are supposed to help their colleagues do a better job in curriculum development (among other things), Mr. Swain labeled the workshop as one excellent avenue for doing so. The impact that the consultants had was enormous. For example, one consultant was invited to become a faculty member and, in addition, a candidate for Dean emerged (the School at Houston has only an Acting Dean at the present time). Most important, in Mr. Swain's opinion, was the fact that the workshop gave minority students something palpable to hang onto--a feeling of pride, a legitimization of their needs as students, and a recognition of the contribution minority group members make to social work education. Mr. Swain, too, as did the other coordinators, detected some obvious faculty dissatisfaction with the workshops.

Gilbert Murillo (Worden School, San Antonio): Mr. Murillo stated that the faculty tended to miss the whole point of the workshop experience by looking for the way to infuse curriculum with minority group perspectives. As a result of the deliberations of the workshop planning committee and of the workshop itself certain facts emerged that are of significance:

(1) There is hard content vis-a-vis the minority experience, and there are many ways to capture and present it.

(2) We must get at the Gold of La Raza (el oro del barrio)* but this is difficult without structural changes in the school.

(3) Under the existing structure the kind of knowledge emerging from the community itself cannot be used--it is like "putting gas in a kiddy car."

(4) What we need to do is articulate a sociology of knowledge in this field-models and frameworks through which knowledge can be identified, sifted, and molded into action strategies. As an example, whether one subscribes to Roland Warren's model I--the deficient individual, or model II--the deficient institution, makes a difference in the kind of knowledge sought and used within a school.

Dennis Saleebey (Arlington): Dr. Saleebey indicated that the thrust of the workshop in Arlington was such that few concrete recommendations re curriculum change per se emerged but that it was made clear by the consultants that institutional changes must occur first. Only then will pertinent and usable curriculum changes occur. This means that the schools must establish a viable relationship with the community, that administrative changes more relevant to minority groups must occur,

*The utilization of minority group experiences, minority group consultants, and minority community in providing a quality education for social work students.

that more representation of minority groups on faculty and student body, and in spirit must evolve, before there is any hope of dramatic change in the curriculum. Some faculty objected to this assessment, but to other faculty the logic of it was compelling and disturbing.

Discussion followed the presentations. We will not follow the discussion as it occurred but, rather, develop issues around which discussion arose.

(1) The question of content.

It was agreed among the consultants on minority content that there was, in fact, considerable content on minority groups available to the conscientious faculty member. Dr. Robertson (Boston College School of Social Work) identified three sources--(a) research and writing on minority groups in last ten years has been copious, but much of it is not pure social work and has to be translated; (b) there is considerable practice knowledge, but much of it is unwritten, so one has to go to the primary source; and (c) the people in minority communities themselves (workers, clients, and leaders) and these individuals need to be included in the curriculum development process. Others agreed that there is a considerable amount of knowledge but the possibility that it is a threat to the existing fund of knowledge, which is largely based on Anglo-Saxon values and ideals, is obvious (Sam Brito of HEW). Julie Ruiz (Arizona State University) emphasized this point by indicating that there is a conflict in expectations between minorities and faculty--faculty may be willing to consider some knowledge

change, but cannot consider relinquishing the institutional power required to make this change. Thus, the problem of curriculum development in this area ultimately relates back to institutional racism. However, the problem may resolve itself in this way--if the schools cannot produce the knowledge, then support money will go to the communities because they, with financial support, can develop curriculum materials. Some of the other participants seemed to feel that this was not feasible. Dean Otis echoed their sentiments when he stated that you have to, as a faculty member, deal with more manageable content issues. For example, how are Chicanos failed specifically by the institutions that serve them? This knowledge will not shake the world but it will help clarify issues and problems in social policy analysis. Any faculty member, if he chooses, can revolutionize his course--he needs no mandate from the dean--but for some what is missing is the material.

At this point, the issue again is polarized, to a degree. Professor James Bush attempted to formulate an approach that meets the requirements of both sides of the issue. It is his contention that the school of social work should be, first of all, avant-garde--a leader in the field. This means that education must be based on a much wider vista than is traditionally true. Students must become acquainted with many alternative approaches to understanding and intervention, and it is on this basis that institutions must and will change. As an educator one provides the conceptual tools and organizing

frameworks so that he can deal with change--it is change that one seeks rather than just more minority content.

(2) Institutional Change.

It was clear that many of the consultants at the conference felt that any degree of adequate minority content and representation would have to be preceded by institutional change. Dean James Dumpson (Fordham School of Social Work) sounded the keynote when he asserted that ultimately institutional change in the university itself is involved. Most universities still have residual or reactive elements of institutional racism. This affects the policies that govern the school of social work. These need to be changed (in admissions, hiring, etc.) before one can have the kind of faculties and student bodies that can fairly represent the minority view. But this kind of change involves serious risks and, thus, requires depth of commitment on the part of the administration and faculty of the school of social work. Mr. Murillo seconded this call for change and cast the issue in terms of power. It is the powerlessness of minorities in these institutions that allows for the continuation of institutional rigidity and insensitivity. Minority group members, and minority faculty members must confront that power. The question becomes one of tactics. Others agreed that strategy was all important and, as Sam Brito stated,"We don't want to lose all that we have gained."

Institutional change requires the leadership of the Dean. He is a crucial figure because he does have important

institutional sanctions. The faculty is ultimately accountable to him, and he can set the tone of commitment for faculty members. But again, change brings with it threat. Mr. Swain stated that the basic issue was one of survival. That is, if you want real change in the curriculum, for example, hire more minority group faculty. But existing majority faculty often perceive this as a threat--"Do they want our jobs?" This is only one of a number of visceral issues that lurk behind the scenes when this kind of institutional change or revision is proposed. Although the project has an Advisory Board, the impetus for change must still come from the administrative leadership in the school. It must be active, wholehearted, and energetic (Armendáriz).

(3) The Goals of Social Work Education.

Dean Dumpson expressed some concern that the original conception of the curriculum workshops did not, for practical reasons apparently, deal directly with the goals of social work education. We must, he stated, ask "Education for what?" Unless we have a clear conception of the kind of social worker we want to produce we cannot readily infuse our curriculum with any special content and have more than a jerry-built kind of curriculum structure. Al Flores, a Chicano student at the Worden School in San Antonio, warned that many minority students are confused about faculty expectations and responses to their needs and viewpoints. It is obvious to minority students that they are not the kind of students that the school wants to produce. Whether it is because the faculty perceives

some hostility to the social work status quo, or because they see some threat to their values, the faculty seems to fight the minority student under the guise of treating everybody the same. Lydia Serrata, a Chicano student at The University of Texas at Austin, stated that the question is not posed properly to begin with. The basic issue is not what kind of student should the school produce but rather what does the minority community need? Graduating students, minority and majority, are not equipped to meet community needs and aspirations.

There emerged a feeling that what the schools ought to, and at least at one level want to produce, are students who are capable of using many tactics of intervention, who are committed to the goals of equality and justice, and the elimination of oppression and racism, and who can problem-solve effectively given any situation (Bush).

(4) Commitment and Values.

A major concern of the conferees was the commitment of faculty and its role in the encouragement of a more relevant curriculum. Social work, it was agreed, is unique in terms of the values it espouses and these values are hospitable to the aspirations of minority groups. All knowledge should be screened in terms of these values. For example, a number of values relate to the sanctity of the individual. Knowledge of the individual should be grasped and interpreted in this light. The same is true of the family. The family holds an honorific place in the social work value orientation. Knowledge of the family and social work's use of it should reflect this status (Bush).

This could be interpreted to mean that the basis for infusion and use of appropriate knowledge is there but what is lacking is a commitment on the part of faculty to use it appropriately (Darnelle Pinkard, student from Houston). Of course, some faculty are committed to the cause of minorities and others are not, and the degree of commitment varies for each individual faculty member (Otis). The important thing is to provide all faculty members with the tools to do their job fairly, critically, and decently.

If there is, then, a value and philosophical base that all social workers and social work educators share, it seems reasonable to expect that the realities that minorities face will become grist for the mill for both practitioners and educators. The realities of oppression and powerlessness flaunt the aspiration to humanitarian values. No social worker or educator can ignore this for long. Given this base, and the tools for practice and education that develop from it, then we may expect increasing behavior change and with it, attitude change for those who, for example, are not committed (Carl Scott, CSWE). However, the issue of behavior change preceding attitude change must be faced squarely. Can this principle be transferred directly to education? The attitude of the educator, as represented by his behavior, not his words, holds great significance for students--it may become a model, a point of conflict or even demoralization. This makes it imperative that the attitudes of teachers toward minority groups and their problems be known and, ultimately be reflected in

hiring policies (Robertson).

This issue, too, extends back to the institution. If recommendations for change are made, but faculty are not committed, or the administration is not committed to these goals, then changes will not come. Again, the administration must be the fulcrum for change (Malveaux).

It is all too clear that many students leave the corridors of the educational institution not only uncommitted in this area but uncommitted to real service at all. Many students seem to be seeking the security of a job with full professional status. Change will never come without firm commitment to service goals (Mr. Edward Pugh, NASW). This lack of commitment to service extends back to the attitudes implicit in the school and the faculty. It would exist if it existed on the faculty (Robertson).

In summary, the consensus, if there can be said to have been one, was that the minority content is available, from many sources but that to institutionalize it through curriculum development and expansion requires (a) commitment; (b) awareness of the values of social work and how knowledge can be used in their realization; (c) that the goals of social work education be operationalized in the educational process and structure; and all of this requires (d) institutional change.

Group Meetings and Recommendations

The afternoon was taken up with group meetings. Five groups were formed to deal with selected issues. The groups

were: (1) Faculty of consortium schools (Armendariz, Farris, Gibson, Gomez, Murillo, Saleebey, and Swain); (2) Deans, CSWE and NASW officers (Dumpson, Jennings, Kouzes, Otis, Pugh, Roberts, Scott, Torgerson); (3) Representatives from public and private funding agencies (Ahmed, Brito, Protz, Rodriguez, Wittman); (4) Chicano Task Force (Hernandez, Flores, Montiel, Ruiz, Sanchez, Schmidt, Souflee); (5) Black Task Force (Bush, Malveaux, Robertson, Tolliver, Pinkard).

Recommendations--Group 1

1. Use funds from federal, state and private sources to allow the employment of minority faculty and the development of potential faculty through traineeships to develop expertise in various areas--teaching, research, etc.
2. Develop a concrete internship program for leaders in the minority community in teaching, research, grant-writing, etc., with the ultimate hope of their input to the curriculum.
3. Explore concept of using non-MSW minority people familiar with problems and services in minority communities to teach in Master's program.
4. Engage minority students in summer preparation for the graduate educational experience and use the summer between second and first year to engage minority graduate students in research and curriculum development.

5. Use project coordinators as teachers and not just recruiters.
6. Use the minority group task force reports of CSWE as basis for changes in curriculum, administration, research, and field practice.

Recommendations--Group 2

1. Minority faculty hired by school should represent broad ethnicity, and criteria for hiring should be made explicit.
2. Consider minority faculty as resource locators for curriculum materials, adjunct faculty, etc.
3. School should decide what students--all or part--should take minority group courses.
4. Faculty should bring in experiential knowledge from community and should deliver knowledge to community.
5. Barriers to hiring minority faculty should be summarily dealt with by the administration, and there should be a widely circulated list of available qualified minority faculty.
6. Minority community should be represented in administration of school on an advisory level, not policy-making.
7. Other faculty have the obligation to take some of the burden off minority faculty whose burden is too large--in terms of the goals expressed in this project.

Recommendations--Group 3

1. Curriculum content can only have relevance when it develops skills which enable professionals to respond effectively to the problems and needs affecting minority groups and which enable the professional to deal with community needs.
2. School administrators should assume an aggressive role to develop creative models for effectively preparing professionals to become better change agents in the community.
3. Existing faculty need to be "retooled" to meet the needs of minority students. This is absolutely imperative in order to accomplish the above objectives (1 and 2).
4. Federal, state, and private funds should be used as a leverage to insure that the suggested changes are brought about expeditiously.
5. Schools need and should seek out technical assistance in responding to the needs of minority students and minority communities.
6. Administrators must take a more aggressive role in the area of applied research in the utilization of manpower.
7. A sensitivity to the needs of various minorities in geographical pockets throughout the Southwest must be instilled in professionals and administrators in schools of social work.

8. There must be stimulation and rewards for faculty members to become aware of and use knowledge of the needs and shape of minority communities.
9. Minority faculty, students, and community leaders should participate directly in areas such as:
   a. the encouragement of the selection of more minority faculty and students;
   b. the decision-making processes in order to uphold the ideal of educational democracy;
   c. program priority setting;
   d. faculty assignments;
   e. recruitment practices (students/faculty);
   f. the fostering of equal employment opportunities.
10. Public agencies within their legislative mandate should develop relevant health and social services.
11. Encourage the development of systems which bridge the communications gap between students, administrators, and public/private agencies.
12. Involve minorities in program and curriculum evaluation.

Recommendations--Group 4

1. The consortium hire a Chicano consultant this summer to begin developing a bi-cultural practice model from which curriculum content and objectives would be generated.
2. Schools hire consultants to provide faculty with individual tutoring re ethnic content.

3. Promotion of faculty workshops for minority faculty to develop ethnic curricular materials, and continue development of ethnic knowledge base.
4. Promotion of educational leadership workshops for Chicano educators.
5. Identification and development of Chicano students and graduates who have career teaching goals.
6. Promotion of new Chicano faculty development programs.
7. Schools must continue to deal with the philosophic dimensions of issues pertaining to oppression, racism and social change.
8. The consortium must identify and utilize the formal and informal service delivery systems (including leadership) in the barrio (including non-traditional agencies) and utilize these in: (a) development of content as well as (b) participation in the decision-making processes relating to school (curriculum, sequence, admissions, etc.), and (c) in identifying and anticipating community needs.

Recommendations--Group 5

This group was composed primarily of consultants, and in keeping with their role they stated that they limited themselves to making broad recommendations. More specific recommendations are impossible because of their limited knowledge of the social, political and academic environment in which the

schools of the consortium operate. Consultation does not carry with it decision-making responsibility.

1. We affirm the necessity for administrative leadership.
2. We wish to underscore that each faculty member has a responsibility for curriculum construction and their role cannot be abdicated to others. Future workshops should maximize attendance and involvement.
3. Dynamic phases for implementation:
   a. responsibility of blacks to define black content;
   b. responsibility of whites to recruit those who possess this content;
   c. there must be an available and reasonable career line for minority faculty (compensatory justice) and an opportunity for leadership with a manageable work load (chairmanships of committees are important);
   d. resource development should take place through non-traditional placements in the inner cities, the use of non-MSW's, the development of advisory committee structure, and a regional task force of consultants who can aid the school in relating itself to the total environment in which it is located and can develop expertise in bringing about that transformation;

e. funding agencies need to review projects on a regular basis to evaluate the degree to which they are being developed and operated in keeping with the original objectives and implemented in a sound fashion.

4. The point of entry for change is the task of getting the school together as an institution. That is the power base from which emerge staff development activities or in-service training activities geared toward the effective dimension of learning.

General Discussion of Recommendations

Some concern was expressed about the recommendations (Group 1 - #4) for developing summer preparatory programs. Too often, these programs are compensatory in nature and lead people to equate minority with disadvantaged. What, in fact, students need is socialization into the new community, using resources, and understanding the social institution so that they can use it to their advantage (Scott).

The Deans group recommended the need for criteria in hiring minority (Group 2 - #1). However, there is an equally strong need for criteria relating to promotion and tenure--many minority faculty die at the assistant professor level (Bush).

Some participants felt that there were, in some of the recommendations, attacks on the administration and faculty of schools. But any bureaucracy has inherently inhibiting factors that slow down change. This cannot be wished away.

What we must know is what kind of people can work in a bureaucracy and affect change therein? What kind of skills are needed? The administration alone cannot resolve all problems in a school. There are restrictions above and around them. With regard to the problem of lack of commitment--it is not always a lack of commitment but a legitimate commitment to other goals. The ultimate way to change commitment and revise curriculum is to give the professor applied research (Protz).

The problem of the administration, which has emerged several times in the course of the conference, grows out of a larger problem of locating the seats of decision-making power. It is true that the real decisions are often made at unknown junctures in the administrative structure. It would help to know who, in fact, makes the decisions (Bush).

The problem of institutional racism always leads to an examination of the administration of the institution. Getting at the roots of racism inevitably calls the latent institutional biases to the fore. The consortium has laid the groundwork for this kind of understanding--the next stage is manpower and training (Wittman).

The final issue addressed at the day-long conference dealt with the evaluation of the teaching effectiveness and competence, and the effectiveness of the curriculum in training practitioners sensitive to the needs of minorities. Evaluation of this kind is essential for the elaboration of the program but is enormously complex and expensive (Bush and Otis). The effectiveness of the curriculum, its measurement, is always

possible as long as you are able to specify the short-range and long-range objectives which govern your program (Ahmed). It is possible to coalesce the need for evaluation in the school with other manpower training and utilization efforts carried on by other agencies. For example, the NASW is employing a full-time person in Texas to look at the impact of the BA social work program on the manpower picture in public agencies (Wittman).

Summary

It is difficult to summarize a conference of this intensity and brevity. Nevertheless, we might advance some of the key areas in which change has been suggested:

1. The institutional structure requires change so that it is more hospitable to minority group needs and perspectives.
2. The infusion of minority group content into curriculum involves the establishment of a viable relationship to the minority community in terms of:
   a. uncovering knowledge of community which does not exist in textbooks;
   b. locating individuals with the talents and skills to assist in the education of graduate students;
   c. allowing the community to participate in the decision-making process at the school so that minority group perspective is encouraged and preserved.

3. New models of social work education must evolve so that its value commitments can be realized. This means expanding the curricular vistas and making the educational process more flexible.

4. Social work must become oriented to the practice of institutional change, otherwise its traditional value, moral, and social commitments cannot be made. This means that students:

   a. should be trained as change agents;

   b. should be motivated to practice where the most institutional change is required (in ghettos and barrios);

   c. should be prepared for a practice which is more flexible, spontaneous, and extra-institutional than is now possible.

5. Finally, the key to change of the perspectives of schools of social work is the administration. They must lead and must be willing to take risks on behalf of a more sensitive, sensible and morally responsible kind of practice.

APPENDIX I
SIGNIFICANT ISSUES TO BE CONSIDERED

1) What is the knowledge base for curriculum infusion or new course development? What are the criteria for selection?

2) What is the role of faculty and school administrators in expediting curriculum change in the minority group area? What are the specific features of a facilitative school environment?

3) Should the curriculum be changed by new course development, infusion, or both? What, if anything, should or should not be required?

4) Why were so many presentations general and philosophic in nature rather than dealing specifically with curriculum units and experiences of direct relevance to social work education? Is there a body of existent minority group content for social work educators? Is there knowledge of what is available for different minority groups in social policy, human behavior, neighborhood organization, mental health and the like?

5) There was a consensus that field experience in minority group problems is essential. What should be the specific educational objectives? Should minority group settings be for all students or only students of that minority group?

6) What should be the relationship of the minority community to the school? What is the relation of professional expertise to community experience? How should the two be correlated and integrated?

7) There is a central issue of the relationship of the Anglo educator to the teaching of minority group content. What are the criteria for structuring an appropriate role? What are some sources of discomfort for the Anglo educator in managing minority group content and issues in class? What are the implications of faculty concern about the minority group area for faculty development and faculty interaction within and between schools?

8) Schools of social work are generally viewed by minority group members as racist along with the universities of which they are part. What is the basis for this view and what can be done about it?

9) The employment of qualified minority group faculty members is an urgent responsibility for all schools of social work, undergraduate and graduate. Are there ways in which CSWE and NASW might expedite this development?

10) What is the role of private and public funding agencies in dealing with the issues identified above? How can these agencies be made more aware of the need for systematic curriculum changes?

AFTERNOON TASK GROUPS

The following are the suggested task groups for the afternoon session. They have been set up according to special interest areas. If there are enough students they will form a group. If not, each student may select any group he wishes or rotate among groups. If a participant feels he can contribute better in another group, he may change.

GROUP I: FACULTY OF TEXAS CONSORTIUM SCHOOLS

* to respond primarily to issues 1,2,3,4 & 5

1. Juan Armendariz
2. Buford Farris (Chairman)
3. Guadalupe Gibson
4. Ernesto Gomez
5. Mary Markvart
6. Gilbert Murillo
7. Dennis Saleebey (Recorder)
8. Gus Swain

GROUP II: DEANS, AND CSWE AND NASW OFFICERS

* to respond primarily to issues 2,6,8 & 9

1. James Dumpson
2. Daniel Jennings (Chairman)
3. Jim Kouzes (Recorder)
4. Richard Lodge
5. Jack Otis
6. Edward Pugh
7. David Roberts
8. Carl Scott
9. Fernando Torgerson

GROUP III: REPRESENTATIVES FROM PRIVATE AND PUBLIC FUNDING AGENCIES

* to respond to issue #10 as it relates to all of the other issues

1. Paul Ahmed
2. Samuel Brito
3. Valdemar Gonzalez (Recorder)
4. Edward Protz (Chairman)
5. Reymundo Rodriguez
6. Milton Wittman

GROUP IV: WORKSHOP CONSULTANTS "CHICANO TASK FORCE"

* to respond primarily to issues 1,4,6,7 & 8

1. Ismael Dieppa (Chairman)
2. Deluvina Hernandez
3. Miguel Montiel
4. Julie S. Ruiz
5. Armand Sanchez
6. Grace Schmidt
7. Fred Souflee (Recorder)

GROUP V: WORKSHOP CONSULTANTS "BLACK TASK FORCE"

* to respond primarily to issues 1,4,6,7 & 8

1. James Bush
2. Andrew Malveaux
3. Mary Ella Robertson (Chairman)
4. Lennie-Marie Tolliver (Recorder)

National Conference Participants

EXHIBIT XII

CONFERENCE PARTICIPANTS

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Bibliography of Workshop Presentations

EXHIBIT XIII

BIBLIOGRAPHY OF WORKSHOP MATERIALS

Consortium of Texas Schools of Social Work

Several papers were presented at each of the four workshops in the Consortium series on "Minority Group Content and the Enrichment of Social Work Curriculum". These unpublished papers are listed below, along with the activities reports documenting the proceedings. Other sources of material used during the workshops are also cited.

Unpublished Papers

The University of Houston

Papers presented at the workshop on Minority Group Content and the Enrichment of Social Work Curriculum, The University of Houston, April 13 and 14, 1972.

Alexander, Lawrence H., Jr. "The Search for Humaneness: Reaffirming Rationale for Inclusion of Minorities". (Mimeographed.)

Robertson, Mary Ella. "A Challenge to Social Work Education: Inclusion of Content on Ethnic and Racial Minorities in the Curriculum". (Typewritten.)

Sanchez, Rodolfo B. "A Chicano Perspective on Social Work Curriculum Development". (Mimeographed.)

The University of Texas at Austin

Papers presented at the workshop on Minority Group Content and the Enrichment of Social Work Curriculum, The University of Texas at Austin, April 24 and 25, 1972.

Bush, James A. "Neocolonialism and Compensatory Justice". (Mimeographed.)

Dieppa, Ismael. "Ethnic Minority Content in the Social Work Curriculum". (Mimeographed.)

Montiel, Miguel. "The Mexican American Family: Perspectives on Intervention". (Mimeographed.)

Sanchez, Armand. "The Socialization Process of Chicano Children: The Barrio as a Social Institution". (Mimeographed.)

Tolliver, Lennie-Marie P. "Explorations into Variations on a Theme: Minorities and the Core Dimensions of Practicum Instruction in Social Work Education". (Typewritten.)

Unpublished Papers, Cont.

The University of Texas at Arlington

Papers presented at the workshop on Minority Group Content and the Enrichment of Social Work Curriculum, The University of Texas at Arlington, May 4 and 5, 1972.

Sanchez, Pablo. "A Model for Generating Chicano Content for Curriculum Development". (Typewritten.)

Walker, Walter L. "Social Welfare Policy and Minority Group Aspirations". (Typewritten.)

Our Lady of the Lake College

Papers presented at the workshop on Minority Group Content and the Enrichment of Social Work Curriculum, Worden School of Social Service, May 8 and 9, 1972.

Medina, Luis B. "Social Work Administration Practice and Community Building: A Chicano Perspective". (Typewritten.)

Other Sources

Reports

Atencio, Tomas, Medina, Antonio and Saenz, Jose. "La Academia de la Nueva Raza and Social Work Education". Written for publication by La Academia de la Nueva Raza and shared with the Worden School of Social Service, Our Lady of the Lake College, May 8, 1972. (Photocopy.)

Finley, Benjamin. "The Future Development of the Black Community: A Discussion of Roles and Responsibility for both the Black and White Community". Presented to the Chicago Chapter of the Public Relations Society of America and shared with The University of Texas at Arlington, Graduate School of Social Work. Paper dated March 21, 1972. (Mimeographed.)

Kouzes, James M. "Activities Report: Workshop on 'Core Curricular Dimensions'". A report to the Consortium of Texas Schools of Social Work, prepared for The University of Texas at Austin, June, 1972. (Mimeographed.)

_____. "A Report on Four Workshop Experiences". Prepared for the faculty of The University of Texas at Austin, May, 1972. (Mimeographed.)

Other Sources

Reports, Cont.

Randolph, Dorothy S. Report on the workshop held at The University of Texas at Arlington, Graduate School of Social Work, May, 1972. (Typewritten.)

Ruiz, Julie S. Course Outline and Bibliography from the Graduate School of Social Service Administration, Arizona State University, Tempe, Arizona, 1972. (Photocopied.)

Saleebey, Dennis. "Activities Report: Workshop on 'Beyond the Awareness of Needs'". A report to the Consortium of Texas Schools of Social Work. Prepared for The University of Texas at Arlington, June, 1972. (Mimeographed.)

Evaluation Report

EVALUATION OF THE MINORITY RECRUITMENT PROJECT

Introduction

The evaluation of the minority recruitment project of the four Texas schools of social work was carried out under certain limitations. In the budget of the project, on-going evaluation funds were not developed. Only part-time consultant money was available, and research instruments were not developed during the first year of the project. During the second and third years some data on students and other areas were collected. However, for many of the areas, data were only collected during the spring of 1973. During this period, the research consultant and his assistant were employed part-time with only limited research time available. Certain data were therefore unattainable, especially within the limited time span. Since the project involved a consortium, the project staff was based in the four schools of social work. This, in addition to the continuous turnover of project staff and directors, affected the continuity of data collection. These limitations on an ongoing monitoring process resulted in incomplete conclusions.

Questionnaires were sent to all the schools in December and data were returned from the project staff, the various deans, and minority students. In-depth interviews by a

research assistant, Alfonso Flores, were done with this latter group. Much of the data therefore are based upon recall by the above groups and should be interpreted in that light. The general perspective of the non-minority faculty was not obtained. If any data are indicated from this group, they reflect the fact that the research consultant has been a participant-observer during the three years of the project as a faculty member at one of the schools. Data which were obtained in this role were used in some instances.

In the original proposal six criteria were listed to evaluate the project. These were:

1. An increase in the percentage of Blacks and Mexican-Americans among the student bodies of the schools attributable to the project.
2. A full utilization of the scholarships under this program.
3. The development of an ongoing statewide organization for recruitment of minority students into social work education.
4. Relevant curriculum changes induced by the project faculty.
5. The retention of recruited students as social workers in Texas or the Southwest.
6. Analysis of activities engaged in by recruited students after leaving schools of social work.

Of these criteria, it was only possible to thoroughly analyze numbers one and two with the available data. Data for numbers three and four were based on faculty recall (primarily project staff) since no means of data-collection had been devised during the first year of the project. Five and six could not be completed since they refer primarily to the future. Only one class has graduated within the grant period and some data were collected on this class and are analyzed later in the report.

Analysis of the data has reflected its' level of measurement. At best, we have nominal categories with simple counts and percentages. At other times, the data are presented in a descriptive manner. This is sufficient sophistication for the objectives which have been stated for this project. Also much of the data (especially the in-depth interviews by the research assistant) are qualitative in nature and no attempt was made to go beyond such subjective generalizations.

Summary of Statistical Change in Student Enrollment

Statistics for the minority recruitment project reveal some important implications of the project. (Table I) In the four schools of social work in Texas during the project the percentage of minority students has more than doubled from 10.9% in 1969-70 to 23.1% in 1972-73. An even greater change has occured in terms of absolute numbers. The

TABLE I

Schools of Social Work - Texas

Statistics on Minority Students During Pre-Project and Project Years

Pre-Project 1968-69	Total No. of Students	Blacks	Mex. Amer.	Amer. Ind.	Total Minority	Black %	M.A. %	Minority %
Worden	92	7	5		12	7.6	5.4	13.0
Austin	101	3	5		8	3.0	4.9	7.9
Arlington	26	1	0		1	3.8	0.0	3.8
Houston	26 / 245	1 / 12	1 / 11		2 / 23	3.8 / 4.9	3.8 / 4.5	7.6 / 9.4
1969-1970								
Worden	106	8	14		22	7.5	13.2	20.7
Austin	94	0	4		4	0.0	4.2	4.2
Arlington	62	4	0		4	6.0	0.0	6.0
Houston	55 / 317	4 / 16	1 / 19		5 / 35	7.3 / 5.0	1.8 / 5.9	9.1 / 10.9

TABLE I

Schools of Social Work - Texas

1st Year of Project 1970-71	Total No. of Students	Blacks	Mex. Amer.	Amer. Ind.	Total Minority	Black %	M.A. %	Minority %
Worden	112	11	14	4	29	9.8	12.5	25.9
Austin	100	1	3		4	1.0	3.0	4.0
Arlington	94	5	5		10	5.3	5.3	10.6
Houston	70	12	0		12	17.1	0.0	17.1
	376	29	22	4	55	7.5	5.9	14.6
2nd Year of Project 1971-72								
Worden	149	12	15	1	28	8.1	10.1	18.8
Austin	108	5	7		12	4.6	6.5	11.1
Arlington	121	9	7		16	7.4	5.8	13.2
Houston	80	17	6		23	21.3	7.5	28.8
	458	43	35	1	79	9.4	7.6	17.2
3rd Year of Project 1972-73								
Worden	149	11	30	3	44	7.4	20.1	29.5
Austin	111	3	15	1	19	2.7	13.5	17.1
Arlington	131	11	3		14	8.4	2.3	10.7
Houston	86	18	13	2	31	21.0	15.1	36.0
	477	43	61	6	110	9.0	12.8	23.1

absolute number of minority students has tripled, while the total number of students in the four schools has increased at a slower rate. Of the four schools, Houston had the highest percentage of minority students in its student body in 1972-73 (36%) and also increased its percentage of minority students at a high rate, with four times as great a percentage as in 1969-70. The University of Texas at Austin which had the lowest percentage (4.2%) of consortium schools increased its percentage of minority students slightly more than four times. Worden started with a high percentage of minority students (20.7%), and increased this percentage relatively less, though it doubled the number of minority students in terms of absolute numbers. The greatest increase in number of students came in the third year, although each year of the project brought small increments in the percentage. The total number of minority students reflects that evaluation criteria number two was met. Full use was made of all project scholarships.

There is no way to be certain that all these changes were due to the project. It is true, however, that they occurred during the project period and that they resulted in achieving at least some of the established goals. Indications are that the changes were greater where more effort was expended on individual recruitment by faculty

and students. Some of the differences between the schools also probably reflects the differences in staffing structure. The director of the project was located in Austin and a change of staff occurred during the second year. Arlington also had a change of staff during the second and third year and during one period did not have a coordinator. The Worden School also had a change of staff during the third year. Only Houston went through the three years without faculty change. Another difference, especially for The University of Texas at Austin, was the graduate school requirement that students had to attain certain scores on the Graduate Record Examination, in addition to presenting an adequate grade point average. There were modifications of these rigid requirements later in the project as a result of efforts initiated by the School. However, even with these modifications some students were rejected at The University of Texas at Austin, but performed at the highest academic levels at Houston and Worden.

Data on Graduates

It has already been stated that only one class had graduated at the time the data for this evaluation were collected. Unfortunately, reports were unobtainable on all of these graduates. Available data indicate, however,

that these minority social workers are moving into positions of leadership--one of the stated goals of the project. Salary-wise, this sample group is averaging around $11,000 a year with a range from $7,320 to $14,000. They are placed in a variety of jobs with about 40% in direct service employment. The rest were at the supervisory levels of trainer, supervisor, field instructor, planner, consultant, etc. All of those who reported were in the Texas area, and this sample represented more than two-thirds of the total graduates.

More facts are needed in order to determine how these graduates are being accepted in their jobs, and where they are within the organizational structure. Comparative analysis was not possible. This would have taken more data and time than were available to the researchers.

Recruitment Structure

One of the basic purposes of the project was to establish a structure which could sustain the recruitment of minority students to the schools of social work in Texas. Basically such a structure was developed and had important consequences.

The major thrust of the recruitment structure was toward contacts with undergraduate schools, especially sociology departments, particularly in the predominantly Black colleges. This was one of the major recruitment contacts for this

ethnic group. Significant contacts were made with Mexican-American undergraduate students also, but these schools are geographically further from the consortium schools and therefore the recruitment process is more difficult and costly.

One of the major emphases in recruiting Mexican-American students was the use of Mexican-American social work groups. Several of these groups had begun the recruitment process before the project was initiated. They had been very helpful in its development, but occasionally were very critical of the direction it seemed to be taking. As the project developed, these groups became more organized in all the consortium cities. Student units were formed on most campuses. Similarly, Black social workers, especially in Houston and Dallas, became strong recruiters for and critics of the project. The fact that these groups undoubtedly have formed as a spin-off from the project has value in and of itself.

With both Chicano and Black students, other means were also used. Mass media were used in many instances to inform potential applicants. Flyers and brochures were developed, as well as site visits and personal contacts by project staff to individuals and groups not a part of undergraduate schools. The effectiveness or the quality of these mechanisms was not evaluated. The recruitment structure was unable to involve

non-minority social workers and faculty, although their help was solicited by project staff. The University of Houston was more successful, but non-minority social workers as a group were hesitant about getting involved. All of the factors related to non-involvement were not totally analyzed.

Toward the terminal year of the grant staff, some schools, became committed to other efforts, such as curriculum and administration, and direct recruitment decreased. Again, part of the problem involves a lack of total commitment by non-project faculty to recruitment efforts. There were in some cases official regulations against such activity by faculty not on the project (for instance, The University of Texas at Austin). By state law recruitment involving university time or university funds is illegal.

Students, both minority and non-minority, were used successfully in some recruitment efforts. However, the structure for this was inconsistent, and dependent both on the commitment to this method of the students as well as project faculty.

Overall, to be self-sustaining, the recruitment structure remains only partially developed. With the threat of decreasing funds for the project, recruitment of minority students will undoubtedly decrease, especially at those schools where the recruitment structures are weakest (such as Austin, and

possibly Arlington). These schools are also more geographically isolated from minority populations in the state. Austin especially has more rigid admission standards (GRE - 1000, GPA - 3.0). Personal contact (in most cases outreach visits) plus financial assistance seem to be essential in recruiting minority students. The recruitment structure did not develop enough self-sustaining power in either of two directions: personal contacts from non-project faculty and financial assistance from non-project funds.

Recruitment of Minority Faculty

In addition to increasing the number of minority students, the project hoped to increase the number of minority faculty. This number was automatically increased by four as a result of the project--a larger number than were employed in all four schools prior to the project. The number has substantially increased to almost 25 in 1972-73. However, only one of these faculty members has tenure. Most of those appointed were at the field instruction level, and with federal cutbacks, are in a very precarious position. One school did consider minority social work educators in recruiting for a new dean, and employed a Black educator as chairman of the Human Behavior Sequence. Another was considered for an administrative position; but negotiations were not closed. One school experimented with

the "barrio professor" concept, and hired a faculty member without formal academic credentials (about two years of college) but one who was very well qualified through life experiences, special training, agency training, and self-education. This concept was proposed for expansion in the renewal grant but will not be implemented without funding. In some schools minority faculty were hired as a result of the emphasis on minority issues, but they really didn't get involved in minority concerns.

Later, we will analyze some of the effects of recruitment of minority faculty on curriculum changes.

Admissions Procedures

In some cases there were some changes on admission procedures, particularly at the two schools which are a part of The University of Texas system. At Austin, there was an agreement with the graduate school to experiment with a more flexible policy regarding conditional admissions. This experiment has now been implemented in other graduate schools in addition to the school of social work. This has also been true at Arlington. The schools of social work have given leadership in this area to the total university system. Whether, in either case, the flexibility is great enough is a matter for debate. Current data indicate more changes in this direction are needed.

Curriculum Content

Although the survey of minority students (reported later in this report) indicated that the highest negative response from students was in the area of curriculum, some significant changes have been introduced as a result of the project. All of the schools have developed individual courses dealing with minority content and/or racism. In more than half of the schools this particular course or courses is a required part of the curriculum. There has also been a significant increase in the amount and quality of minority content into other courses. This is particularly true of the practicum and social policy courses. Some instructors have found methods of introducing ethnic minority content into other courses. It is impossible at this time to determine how this material is used by instructors, or to make a qualitative judgement.

Several events have helped to infuse minority content into the curriculum. The minority recruitment project did sponsor a series of workshops involving all of the schools, with a follow-up conference involving some faculty and consultants. Papers were presented by minority social work educators dealing with the problems of minority content in social work education. These papers have been distributed to a larger audience in social work education and were of very high quality. Beyond this there has been utilization

of the Chicano Training Center in Houston. The Bilingual-Bicultural Training Center at Worden School has also provided additional materials, particularly within the Worden school. All of the schools sponsored workshops focusing on minority curriculum.

Another side effect of the project which has affected curriculum content is the organization of minority group social work organizations both in and out of the schools. As indicated earlier, many of these organizations (such as the Black Social Workers groups in Houston) were developed as a result of the planning process utilized in the initial organization of this project. These organizations often become pressure groups to help the schools address the needs of the minority group community. This seems to be particularly true in Houston and San Antonio. The latter city has the largest concentration of Mexican-Americans.

It is difficult to estimate the effectiveness of strategies of confrontation. Some negative reaction was noted by non-minority faculty at some of the schools to the pressure tactics and to the consortium workshops. There was a tendency to be defensive. However, it would be impossible to know at this point whether this hindered or helped the growth of minority group content in the curriculum. Some pressure by these groups on accreditation

bodies such as the Council on Social Work Education probably had some effect toward curriculum change. Also, the Chicano Training Center materials and staff were less threatening and did present some very useful material which at least in one school had some in-depth impact on classroom and field content.

One school problem in the curriculum area was the decision process re-curriculum content and approved instructor. For example, at The University of Texas at Austin minority faculty as a whole were not eligible to teach graduate courses. The one full course developed on racism had to have an Anglo faculty person as the responsible instructor. Again, this may also be a reflection of the minority faculty recruitment process. In this school, at least, no minority faculty were recruited at the classroom teaching and tenure level, but were employed as field instructors instead.

The minority project staff were on curriculum and admission committees. This made the curriculum group sensitive to some of the issues of minority curriculum content. Probably the biggest impact of the project is that it raised and continues to raise the issue of minority group content as a very conscious issue among both students and faculty. Certainly no consensus has been formed in this area, and this is probably a good thing. Various perspectives and

alternatives are being considered. The problem may be that the discussion is usually rhetorical rather than practical and moves toward a solution of issues. This may require movement and change in other areas of the school.

A large proportion of the field agencies utilized by the schools provide ample opportunity for exposure to minority group clients by students of the schools. No attempt has been made to judge the quality of this experience. There is a great difference of opinion as to whether the field experiences provide exposure to a type of service delivery model which is relevant to the minority populations. Worden did develop a Bilingual-Bicultural Training Center to provide some data on this issue. A barrio centered field training center with research components was developed. Again, lack of funds may curtail its efforts. Experience at the Center indicates that a neighborhood-based agency with service components of outreach to individuals and families, group programs, and organization around issues is the best model of delivery of service to poverty minority group areas. The validity of the proposition that bilingualism can be of help is also under consideration. Funding for a training center of this kind was to have been included in the budget for the new project.

Survey on Minority Students "Feelings"

The survey of present minority students provided data in various areas resulting from the project. (Table II and III) A decidedly negative feeling about other students, the faculty, and the curriculum was apparent, and these feelings were highest at Arlington and Austin. All four schools showed negative reactions to curriculum. Some understanding of this may be indicated by the in-depth interviews which will be analyze later.

Negative feelings were slightly higher among Mexican-American students, and involved most of the concerns of the minority students themselves. Criticism of the school was directed at the small number of minority students, the lack of minority faculty, and the lack of curriculum content relevant to the particular minority groups. As indicated, this last concern elicited the most negative responses. The in-depth interviews gave some very specific criticisms in this area.

Such negative feelings probably contributed to some of the organizational effort of the minority students to bring about changes within the school. As indicated earlier, these met with varying degrees of success depending on ones' perspective. There were attempts to use the accrediting power of the Council on Social Work Education or other

TABLE II

Survey Data on Feelings of Minority Students

School	Total #	Median Age	Recruited by Minority Faculty	Negative Feelings about Students	Negative Feelings about Faculty	Negative Feelings about Curriculum
Arlington	15	28	5 (33%)	5 (33%)	6 (40%)	6 (40%)
Worden	27	29	9 (33%)	5 (18%)	5 (18%)	10 (36%)
Houston	25	25	13 (52%)	3 (12%)	6 (24%)	9 (35%)
Austin	14	24	6 (43%)	4 (28%)	5 (35%)	5 (35%)
Totals	81		33 (41%)	17 (21%)	22 (27%)	30 (37%)

TABLE III

Comparison of Survey Data by Ethnic Group

	Total	Negative about Students	Negative about Faculty	Negative about Curriculum
Black	29	5 (17%)	8 (27%)	7 (24%)
Mexican American	46	10 (21%)	15 (32%)	21 (45%)
Other	4	1	0	0

social agencies to induce change, and these contributed to the development of student "caucuses" and other groups. Some of them like the "T.R.'s"[1] for example had direct ties into the community and become a force in local professional groups such as N.A.S.W.[2]

The negative feelings about faculty and curriculum also helped create the counter-reaction from non-minority faculty. Some of it was "defensive" in nature. However, some of the reaction was healthy, moving discussion into a deepening concept of what relevant curriculum really is. One of the real limitations of this evaluation is that it wasn't possible to do a full analysis of the attitudes of non-minority faculty toward the project. This is especially true in view of the negative feelings of minority students. These will be discussed later in the report. Some questionnaires were developed and sent to the schools, but for many reasons were never filled out or returned. Many feelings at this level were apparent about the issues raised by the project. Some felt that the minority curriculum issue had been overdrawn. Others even felt that some of the project staff had done an inefficient job. It can probably be stated with confidence that the weakest impact of the project has been in developing a consensus about minority issues and feelings among students and faculty members from the four schools.

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[1] Trabajadores de La Raza

[2] National Association of Social Workers

Depth-Interview Data by Research Assistant

As a follow-up to the previous survey of minority students, a research assistant, Alfonso Flores, spent two days on campus at each of the four schools of social work in Texas. He interviewed minority students individually and in group sessions. In these sessions he allowed a free verbalization regarding the existing curriculum, faculty, and student body. This part of the report will therefore deal specifically with these areas as reported from the in-depth interviews. Admittedly the method used encouraged a focus upon the negative aspects of their experience in the semester of 1973. These attitudes should be considered in the context of the other analyzed data.

Curriculum

The interviewed minority students agreed that there existed a paucity of minority content within the basic social work sequence. "Real" minority issues, from their perspective, such as oppression, prejudice, power, racism, discrimination, conflict, etc., were looked upon as disruptive to classroom atmosphere, and were to be avoided at all costs. One criticism accused some of the instructors of attempting to bypass minority issues by making outside assignments, at which time students were allowed to write about a culture different from their own. Although they were not required

to write about another culture, minority students see this as another effort to silence them.

In an effort to bring relevancy to the classroom, some minority students have attempted to interject minority content into class discussions whenever possible. This action, from their viewpoint, has put a double burden on the minority student; he is both student and instructor. Minority students usually welcomed the opportunity to share their knowledge with others, and were willing to play this role, if this were the only way justice from their perspective could be brought to minority concerns. However, minority students were deeply concerned with the commitment of faculty and of the administration to integrate minority content into the course content of schools.

Minority students also said the existing curriculum was irrelevant to minority concerns. They insist it is geared toward preparing students to work with middle class clients, not with the poor and the oppressed. To them, excessive emphasis is placed on middle-class coping mechanisms and stages of maturation, while survival skills and coping mechanisms of the poor (aggression, crime, drugs, etc.) are disregarded by labeling them as deviant.

The minority student sees the existing curriculum as a thrust toward solving individual problems in the person's milieu, while neglecting the conflicts and contradictions in the social structure; it deals with individual troubles and not with social issues. To minority students, the curriculum of most schools is primarily concerned with distressed individuals and their problems, and insufficiently with the community and its fundamental needs. The curriculum to them is deficient in the area of community action programs.

Minority students want schools of social work to provide the rapid and radical change in the social structure which they think is desperately needed by minority communities. However, existing social work curriculum, to them, subscribes to gradualism, stressing stability rather than change. Consequently, students are taught to help the individual cope with his situation or--worse--to cope with his misery.

There were several ways in which students said the change agent concept was only professional rhetoric, as it exists in social work curriculum in the Texas schools. Instead of preparing students with technical skills, such as proposal-writing abilities, which could be used to bring resources into the communities, they felt that students are indoctrinated with assessments and diagnoses of clients' behavior. Rather than teaching students the process of

establishing community based food co-ops and the politics involved in such a task, process recording is emphasized.

To the minority students interviewed, the social welfare policy sequence emphasized the historical development of social welfare legislation, rather than manipulation of policy for the betterment of the client. They insist civil rights legislation is given very little consideration.

Another complaint from the students argued that there are far too few community-based field placements, and there is a lack of coordination between classroom and the field instruction. In addition it was felt that the curriculum is "top-heavy" with interpersonal instruction, and no room is left for the development of communication skills. A working relationship with Spanish-speaking clients can be established best in Spanish, and these students think Spanish instruction is an absolute essential. The use of interpretors tends to sever a relationship rather than facilitate it.

The primary grievance of minority students toward the curriculum is that it is extremely theoretical. It focuses on the labeling of individuals, and gives very little attention toward primary prevention (institutional change). In their view there is very little in the basic social work sequence that sensitizes students to minorities

and their individual and cultural differences. It should be noted that minority students see the problems of minority group members as one of "lack of power"; they do not see it as a cultural difference. There are times when one wonders if non-minority faculty and students do not usually perceive the problem in terms of "culture" only. Thus the lack in the curriculum may be an underemphasis on "powerlessness" of all types and the resulting consequences of lack of power.

Faculty

Most minority students think that the faculty, as a whole, are fearful and threatened by them, and that the idea of incorporating minority content into course material is particularly threatening, since they have not dealt honestly with minority issues. Minority students strongly feel that the only way to bring about relevancy is to hire minority faculty who are not threatened by these issues. This statement should be viewed in the context of a previous one which stated that some Anglo faculty members were more involved in minority issues than some of the minority faculty.

Minority students feel that the faculty, in addition to being resistive to minorities, also are excessively concerned with professionalism. Faculty are more concerned with producing a mold, a student who does not question, does

not disrupt, one who does not think for himself, and who is not aggressive and questioning. They made the accusation that the aggressive student is labeled and attempts are made to counsel him out of school subtly and promptly.

Another accusation leveled at faculty was that within the classroom tight control over the class was maintained. To the minority students it is ironic that as the faculty lecture about the worth and dignity of the individual, they are unable to practice what they preach. The faculty seem to some minority students interviewed to be extremely vindictive to students who differ with them, and get even by giving bad grades or negative evaluations. The accusation was made that faculty hide behind an academic evaluation facade, and find it difficult to maintain. Therefore, the minority students label this as hypocrisy.

Thus, minority students feel that many faculty are not committed to minority issues and will not incorporate minority content into the curriculum until mandates are sent from CSWE making this a requirement for accreditation.

Student

It can generally be said that Anglo students as a whole appear to the minority students to be pretty much disgusted with minorities[3]. They seem extremely defensive when minority issues are discussed, and take everything as a personal

[3]Program Director's Note - In all fairness it should be noted that at The University of Texas, Austin some 15 anglo students constituted themselves a committee that for the first year pressed the School to do more. Later they felt deliberately excluded by minority group students.

attack upon themselves. To the minority students, it is felt that many Anglo students are extremely bigoted and prejudiced, and the schools are doing nothing in the area of helping them to deal with their feelings or sensitizing them to minorities.

To the minority students, the Anglo students seem to have great misconceptions about minorities and only know and talk about the stereotypes that exist. They seem to easily label minorities as culturally deprived on the basis of a lack of a colored television set, and are unable to distinguish between cultural and economic factors. These misconceptions are of grave concern to minority students for they feel that these students will be turned loose into the community to traumatize and label minorities without an understanding of the culture or knowledge of the minority client.

Anglo students appear to the minority students to be satisfied with going along with the system, and have one objective in mind--that of obtaining the Masters Degree in Social Work. This is of serious concern to minority students for it is felt that if they won't even fight for themselves, how can they possibly be an advocate for their clients? This statement of the minority students is an interesting one, when looked at in the context of their answers to the first survey. When asked what their main goal was in school, they

responded with the answer of obtaining the credential of a degree. How they would differentiate their own response from that of the Anglo student was not determined. Also, many of them majored in the clinical area.

From the viewpoint of the minority students, the Anglo students more or less have the same feelings toward them as do the faculty. Thus, there is considerable hostility between the two groups. It is felt by the minority students that Anglo students feel minorities are given preferential treatment in the areas of grades and stipends. All these issues have been highlighted by the project and will remain for student bodies of the four schools to solve.

Observations of the Research Assistant

In addition to the three primary areas of concentration, characteristics of each school were observed which had a direct bearing on the progress they have made in relating to minorities.

Because he was from Worden, the Researcher had a natural bias toward it, so obviously he reported it to be the most aggressive of the social work schools in Texas. He felt Worden made significant strides in relating to minorities. This is reflected in the make-up of the student body and faculty. His feelings are supported by the earlier statistics.

He mentioned that the Dean of Worden seems to be committed to minorities and has actively worked, along with minority

faculty, on proposals which concern minorities. El Centro del Barrio, Chicano Elderly, Drug Abuse Programs, are just a few of the new programs that he mentioned as having been initiated at Worden. Also, Worden was the pioneer in instituting the Barrio Professor concept in Texas which has brought relevancy to the field placement setting. It was hoped that this could be expanded to the other schools.

From the research assistant's perspective, The University of Texas at Arlington appeared to be the most conservative school. He indicated that Arlington has been looked upon as the "trouble spot" from the viewpoint of the minority consortium advisory board, and since the inception of the project has run without a full-time coordinator until this year. Consequently, his report showed Arlington considerably behind the other schools in setting up a permanent recruiting structure, developing minority content, and in hiring minority faculty.

The University of Houston has made significant strides, according to the research report, toward hiring minority faculty. This School interviewed a minority person in their search for a new Dean. The Black and Chicano students have been active there and last year formed the Black-Brown Coalition. The Coalition wrote a proposal to the school demanding specific changes and ways the school could meet them. However, a year later, little action has occurred

to meet these recommendations, and, as reported to the research assistant by the minority students, the acting administration has made deliberate efforts to discourage the first-year students from joining or participating with last years' Black-Brown Coalition.

An interesting characteristic that the research assistant observed about the Houston student body was that issues concerning the school were discussed openly, not secretively. At the time the research assistant was on campus, the students were writing CSWE protesting the treatment that two of their classmates received while at their field placement. This letter was being discussed and signed openly with everyone aware of what was occurring. The research assistant indicated letter-writing activities are conducted secretively at Worden with no one aware of what is happening except those directly involved.

In addition Houston made the most significant strides toward developing minority content. Minority faculty are determined in this area.

Also he felt that The University of Texas at Austin has also had an active minority student body which have been actively involved in the various committees at school. In closing his report the research assistant said, "In conclusion I would like to say that the consortium project has had a tremendous impact on the schools of social work

in Texas. It has forced them to give consideration to minorities, and to take a critical look at themselves. However, the job is far from being done."

Summary

In summarizing the evaluation, a few conclusions can be made. It is obvious that the goal of increasing minority students has been accomplished very well. This seems to be true as long as there are some financial funds available both for recruitment and stipends. There has been some increase in minority faculty, but most of this is at the lower level and has not reached into tenured levels. The recruitment structure is only partially developed. Black and Chicano groups have been organized and seem to be very helpful. However, non-minority faculty and other social workers have not been involved, and there is a great difference of opinion about why this is so. Some would blame the priority decisions of some project staff toward other matters. Others would blame the administrative structure, and still others blame the lack of commitment of non-minority social workers and faculty. Insufficient data were collected here to give any conclusive answers.

Infusion of minority content into the curriculum has only begun. Here again, there is difference of opinion as to reasons. Even more than the recruitment structure,

there is a difference of opinion as to what such content should be. The project, however, has raised the issue, and the schools will need to respond.

Another area of question is the full inclusion of minority students into the school and student body. From both surveys, it is evident that this goal is a long way off. Of course, it was not envisioned that this could be done in three years. For some reason, the project has not been itself fully integrated into the schools. It has remained an appendage.

Thus, in an overall sense, the project has reached many of its goals, with others only partially complete. With the doubtful funding situation of the future and the lack of integration of the project into the schools, there may be some doubt about the future of the effort to recruit minority students. This seems to be particularly true at the two University of Texas units, Austin and Arlington. With their legal restrictions, faculties at these schools will need to make a great commitment to this effort of minority recruitment if it is to be successful. It would seem important that faculty committees in these schools be extremely active in creating a structure which works on this effort. Also, if the project is refunded, the four schools should make a greater effort toward integrating the project into the schools.

APPENDIX A
QUESTIONNAIRE TO DEAN AND/OR
CURRICULUM COMMITTEE CHAIRMAN

Name of School _____

1. List courses which have minority group content. If possible provide bibliographies of what materials are used. Have others developed since the project started?

2. Is there any course entirely on minority groups?
What is it? _____

Describe it and include bibliography and course outline.
When was it developed?
How is it related to social welfare?
Who takes it? Is it required?

3. List field agencies which provide students minority group content? List also the agencies where minority students are in placement.

4. Are there any special assignments related to research in the minority group area?

5. Give any reactions or evaluations of the minority group recruitment faculty. Have you fully utilized the coordinator within your school?

6. Are there any administrative changes affecting minority groups which have happened during the project?

7. Would you say there have been some changes due to the project?

APPENDIX B
QUESTIONNAIRE ON INVOLVEMENT OF
COORDINATOR

1. List School committees you are on and which ones that you attend most:

   _____

   _____

   _____

2. Describe any changes which you have initiated in such committees. Indicate success or lack of success.

3. What retention procedures for recruited students have been developed, if any.

4. List any students which such procedures have helped. Also list unsuccessful ones. Indicate difference.

5. List organizations contacted in recruitment. List any students brought as a result.

6. List individuals contacted and which students they have brought.

7. List any permanent linkage or structure set up from above contacts.

8. List any courses you are teaching and which you have developed.

9. List any materials which you have circulated to students or faculty on "minority group" content.

10. List any organizational positions which you have had as a result of the project.

11. Are there any institutional constraints which have affected your performance as coordinator? As faculty member?

12. Give any other reactions you feel are important.

APPENDIX C
MINORITY STUDENT QUESTIONNAIRE

(NOTE: Be as specific on answers as possible. Use additional sheets if necessary.

Name_____ School _____

Type of Stipend (1st Year) _____
(2nd Year) _____

Former Address (before coming to school) _____

_____

Age _____ Sex _____ Ethnic Identity _____

Where geographically did you grow up? _____

Who recruited you to the School of Social Work? _____

_____

Was there a personal contact? _____

Were there any negative contacts? _____

What are your aims and goals at School? _____

Is the School helping you? _____

How do you feel about other students? _____

How do you feel about faculty? _____

Is the curriculum relevant? _____

Indicate any other feeling and things you would like to see changed. (be specific)

What leadership positions in social work (in and outside of school) have you been involved in.

APPENDIX D
QUESTIONNAIRE TO BE FILLED OUT ON EVERY POTENTIAL RECRUIT AND STUDENT IN THE PROGRAM AND ALSO ON ALL MINORITY STUDENTS IN OR WHO HAVE GRADUATED IN THE LAST THREE YEARS

Name _____

Address before school _____

_____

Age _____ Sex _____ Ethnic Identity _____

Undergraduate education _____

G.R.A. _____ G.R.E. _____

Who referred to program _____

Who contacted them from School _____

If they did not enroll, why not? _____

_____

If enrolled, where? _____

Type of Stipend _____

Field Work Placement _____

Area of concentration, if any _____

Grades _____

School committees _____

Any retention problems? _____

If graduated, where are they working? _____

Kind of job _____ Salary _____

What leadership position in school or outside of school has the student been involved in.